

## Regular Meeting

**Mission:** "Engaging All Learners to Achieve Success"

The Regular Meeting started at 5:30 PM on Monday, April 17, 2023. The meeting was held at ESU7/CPS Student Services Building  
2563 44th Avenue  
Columbus, NE 68601

Candace Becher: Absent

Mark Brown: Present

Michael Jeffries: Present

Doug Molczyk: Present

Theresa Seipel: Present

Douglas Willoughby: Present

### I. Board Meeting

I.A. Call to Order

I.B. Roll Call of Board

I.C. Pledge of Allegiance

I.D. Notice of Open Meeting Posted

I.D.1. President ensures all can hear proceedings

I.E. Mission Statement

I.F. Opportunity for Public to be Heard

I.G. Board Special Functions

I.G.1. Presentations

I.G.1.1. CMS Presentation

Amy Haynes, CMS Principal presented information on Columbus Middle School. She said staff at CMS created a vision and purpose statement that is tied to the three building-wide goals: Becoming more proficient at understanding and responding to our data, supporting our students' behavioral needs using agreed upon best practices and collaborating around teachers and students' needs. They then broke it down and created a leading indicator and action plan. Mrs. Haynes said they have seen growth in PLC ratings. She said they have done a lot of work on increasing consistency of schoolwide expectations. Mrs. Haynes talked about the principal summit she has each school year. The HRS goal leading indicator is that teachers will have formal ways to provide input regarding initiatives and functioning of school. This is based on the HRS survey. The UpBeat Survey showed improvement in 22 of the 23 categories, there was a lot of positive data. Staff also uses trust accelerators and non-negotiables that were chosen by the staff. Well Managed Classroom Expectation Reviews are conducted each quarter during WIN time at CMS.

I.G.2. CMS 8th Grade Band Field Trip

The out-of-state field trip approval is for the National Music Museum in Vermillion, SD. Mrs. Haynes said they do not need to fundraise, the museum is free. A group went this year, and it was a phenomenal trip.

I.H. Items to be removed from the Consent Agenda

There were no items removed from the Consent Agenda.

I.I. Consent Agenda

I.I.1. Approval of Minutes

I.I.2. Financial Reports M2, M3, M4a

Chip Kay, Director of Finance and Human Resources gave a brief explanation of the financial reports. He said balances are behind, which is expected. ESSERS Funds will be deposited tomorrow and next week. The funds are tied up in curriculum, the Cassette House Project and Kramer.

The General Fund account at First National Bank is in the process of being closed. The Nutrition Fund is showing unpaid balances, working on a grant to help with this deficit. The bond fund is in good shape along with the special building fund. Discussion regarding the deficit in the nutrition fund is being handled by calls from Wordware. The student still

receives food. There have been some conversations with kitchen managers for suggestions on how to handle it. Dr. Kay said we have received less than half of the property taxes, the motor vehicle tax should be received in August. SPED and ESSER reimbursements are helping to get through at this time. Spending has been frozen, so there are not many expenditures.

#### I.I.3. Financial Report M5

Dr. Kay said the M5 report is showing expenditures for reimbursement of mileage, and music therapy for special education.

#### I.I.4. Certified Personnel

Dr. Kay talked about certified staff hires and resignations. The April 15, 2023 deadline for resignations has past, any that are submitted now will be on a case by case basis. He also said the principals are working hard to get hires done. Dr. Kay shared numbers from previous years of teachers who had resigned: after 2018-2019, 34 resigned, 19-20, 30 resigned, 20-21, 43 resigned. Last year there were 58 resignations. Dr. Kay said that is below the national average. Dr. Kay also indicated that we have had 44 resignations this year, 18 left because they wanted to teach somewhere else. Others were leaving the teaching field, or were moving closer to home. Also noted that every district in the state has unfilled positions.

#### I.I.5. Classified Personnel

#### I.I.6. Professional Travel

Troy Loeffelholz, Superintendent, shared a brief explanation of the travel report.

#### I.J. Acceptance of Gifts/Donations

The Foundation has contributed \$38,964.36 for the month of March and \$118,668.29 for the year to date.

#### I.K. Curriculum and Instruction

##### I.K.1. Policies

##### I.K.1.1. Second and Final Reading of Policy 606.04 Media Centers

Nothing has been changed since the first reading on the policy.

##### I.K.2. Administrative Functions

##### I.K.2.1. Elementary EL Programming and Resources

##### I.K.3. Updates

Curriculum, Instruction and Assessment Director Teresa Hausmann updated that the K-4 ELA pilot is underway. They will begin to pilot the second resource during the first quarter of next school year. Spring Testing is in progress.

Mrs. Hausmann said it was nice to have the Cognia visit done.

Mrs. Hausmann along with Ben Loeffelholz, CHS Stem Teacher, spoke about the new STEM Pathway Manufacturing Welding. Mr. Loeffelholz said this resource is above a high school level but easy to understand. It comes with a workbook. He said it covers more modern processes, and coding is included. This is a 6-year license. The other new pathways are Culinary Arts and Event Planning. There are three books that will be used in all three courses. This will increase the rigor. The Early Childhood Education Pathway is new, and they are looking at two texts. The licensure is for 6 years.

The new ELA resources for 6th, 7th and 8th grade provide a seven-year contract, it comes with a consumable workbook, and also includes digital. Waggle is included in this product, it gives immediate feedback to the students. She will be meeting with 8th grade teachers to choose the novels. We have some, but will likely need to purchase some as well. All proficiency scales are completed with these resources.

Mrs. Hausmann said that the reading curriculum is the most expensive product to purchase.

## I.L. Business Operations and Human Relations

### I.L.1. Administrative Functions

#### I.L.1.1. Fundraising Application Approval

### I.L.2. Updates

Dr. Kay updated on the scoreboard from the Booster Club is up at CHS. He said him and Leonard have secured matching funds for lights, they met with the company, they do not want to lose the grant matching funds. He is requesting permission to move forward. Funds have been put away for the project. This project will give CPS our own home stadium. The quote did not arrive in time for the meeting. The hope is it will be ready and usable by Fall 2023.

Dr. Kay said most of the bond information he is hearing is positive. He does ask community members if they are exercising their right to have 25% of their property tax refunded.

## I.M. Buildings & Sites/Technology

### I.M.1. Policies

### I.M.2. Administrative Functions

#### I.M.2.1. ServiceMaster Contract for 2023-2024

Leonard Kwapnioski shared the ServiceMaster contract and commented on the comparison from this year to last year. Mr. Kwapnioski said it is tough to get people to interview for CHS. They need people there at night. Most don't want to work from 3:30 to midnight. Kurt Shevlin at ServiceMaster has the people to do the work.

There was discussion about a new plan for summer maintenance and solutions for ground upkeep.

### I.M.3. Updates

Mr. Kwapnioski said that CASSETTE House bids are due next Tuesday.

I.N. Student Services

I.N.1. Policies

I.N.1.1. Second Reading of Special Education Policies and Procedures

Mr. Harris talked about the review of all special education policies and procedures. KSB School Attorneys are recommending one policy, and moving all other policies to procedures. Mr. Harris is asking the Board to consider adopting the changes.

I.N.2. Administrative Functions

I.N.3. Updates

I.O. Superintendent's Report

Dr. Loeffelholz commented on the Cognia visit. He said there were many positive comments on the focus on students and the positive culture at CPS. He said there are areas in need of improvement. The final report will be delivered this summer. He also commented on the bond campaign and the tremendous job the committee is doing. Dr. Loeffelholz said only registered voters will receive ballots in the mail, results will come in after 5:00 on May 9.

I.P. Board Sharing

Board Sharing included comments about the school year winding down and the amazing year CPS has had. We are all looking forward to graduation. Lots of thank yous to administration and staff. Many comments on the excitement about the bond issue.

II. Executive Session

III. Adjourn

I, the undersigned, being the duly qualified Secretary for the School District No. 1 of Columbus, Nebraska, certify that the preceding is a true and correct copy of the minutes of the Regular School Board meeting of Monday, April 17, 2023.

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President

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Secretary



Columbus Middle School

# Columbus Middle School Board of Education Presentation

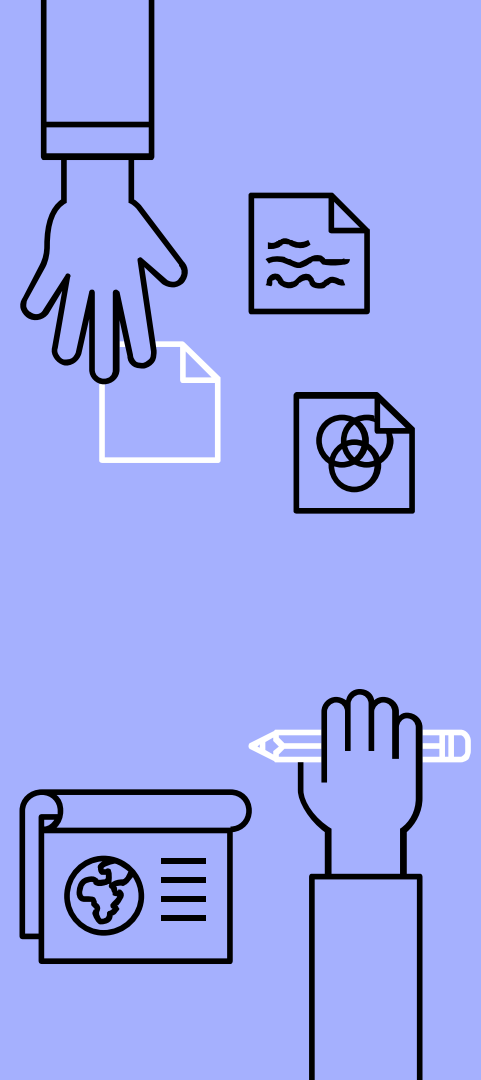
April 17, 2023

**Mission:** Engaging All Learners to Achieve Success

**Vision:** The Discoverer Way: A culture of learning for all.

**Purpose:** At CMS, our purpose is to develop well-rounded students who are academically, socially, and behaviorally capable by...

- Becoming more proficient at understanding and responding to our **data**
- Supporting our students' **behavioral needs** using agreed upon best-practices
- **Collaborating** around teachers' and students' needs



# CMS Building Goals

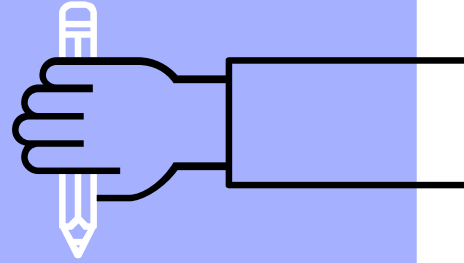
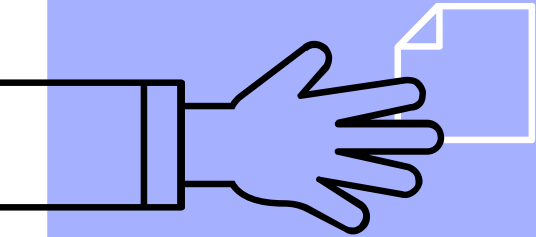
1. Increase the number of PLC's who score a 4 on all areas of the PLC rubric from 34/68 to 68/68 on the PLC rubric.
2. Increase the number of students who feel safe at school from 66.7% to 85%.

Increase the number of students who believe their classrooms are orderly places from 71.4% to 85%.

3. Increase the methods for teachers to have formal ways to provide input regarding initiatives and the functioning of school.



How will we  
meet our  
goals?



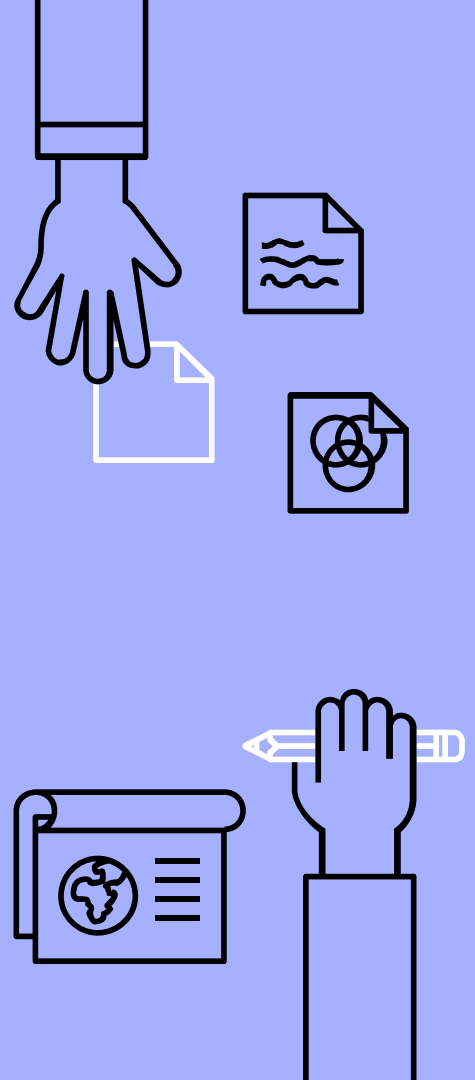
# Academic Goal

**Leading Indicator: All students will achieve at or above grade level in all subjects.**

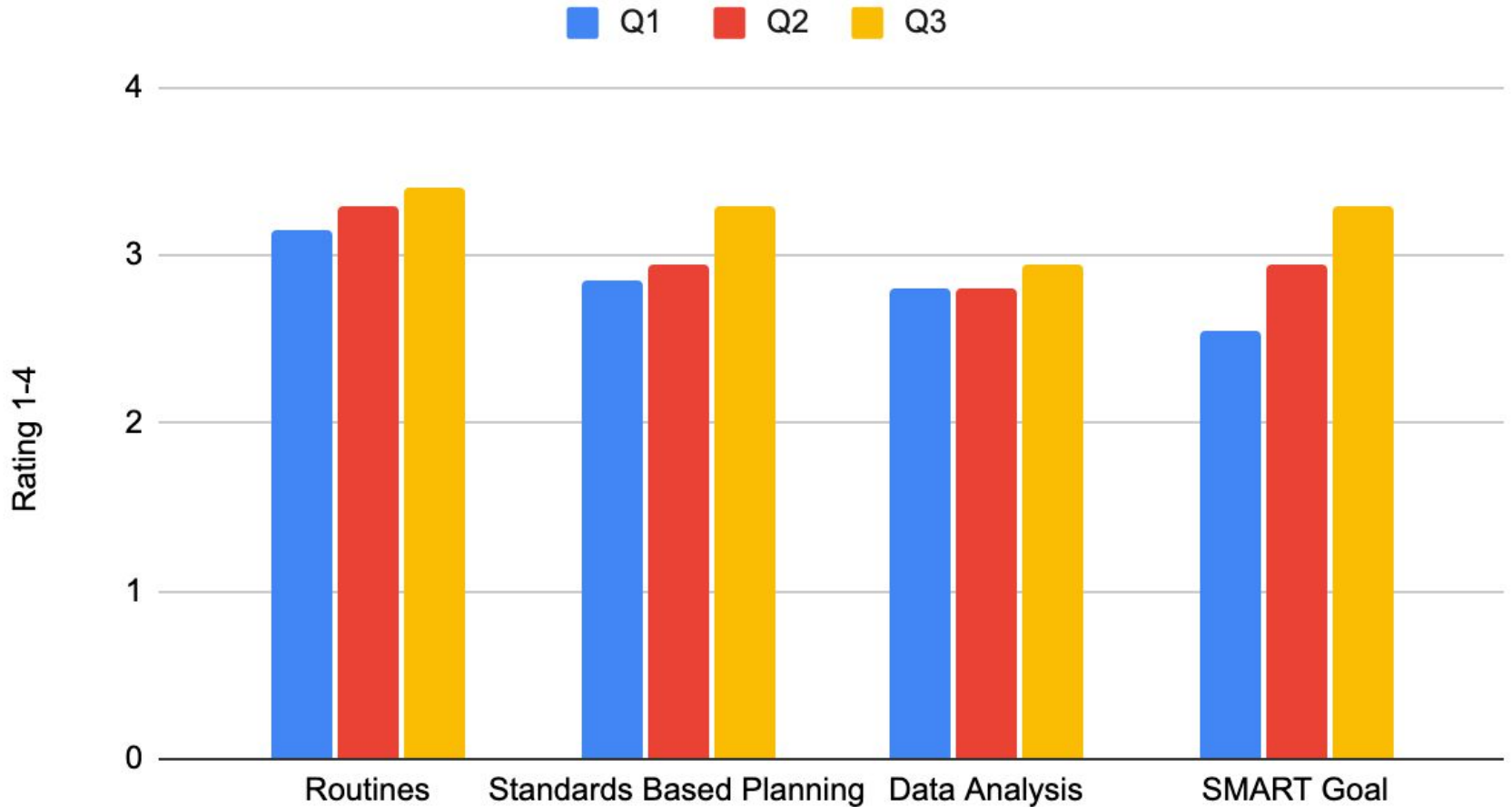
- ▶ Increase the number of PLC's who score a 4 on all areas of the PLC rubric from 34/68 to 68/68 on the PLC rubric.

## **Action Plan:**

- ▶ Focus on responding to data through the SMART goal process.
- ▶ Utilize the Data into Action meeting cycles.
- ▶ Use the Agenda Template to better focus the PLC time
- ▶ Bi-weekly feedback form from administration to each PLC
- ▶ Quarterly rubric reflection template
- ▶ PLC Leader meet with supervising administrator 2x per year to discuss progress



# PLC Ratings



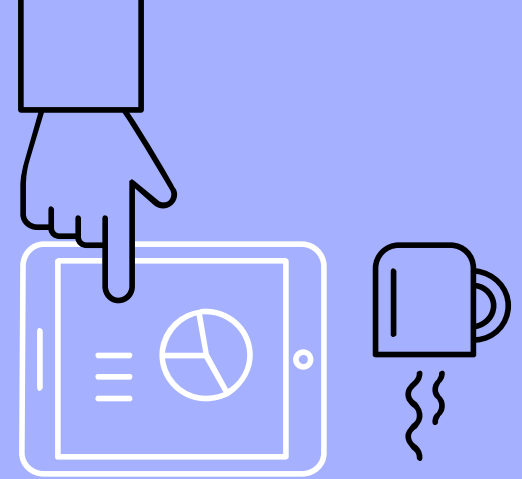
# Behavior Goal

## **Leading Indicator: Students perceive the school is safe, supportive, and orderly.**

- ▶ Increase the number of students who feel safe at school from 66.7% to 85%.
- ▶ Increase the number of students who believe their classrooms are orderly places from 71.4% to 85%.

## **Action Plan:**

- ▶ Increase consistency with school wide expectations with shared common message
- ▶ Clarify types of behavior incidents to determine if they are staff or office managed
- ▶ Utilize systematic Tier 1, Tier 2, and Tier 3 intervention and tracking methods
- ▶ Utilize Student Concern Protocol systematically
- ▶ Meet bi-weekly to discuss MTSS-B concerns, strategies, tracking, etc.
- ▶ Quarterly perception data is collected from students to measure progress
- ▶ BIST consultant visits throughout the year for additional support
- ▶ BIST Vision Team meets monthly to discuss tier 2 concerns, interventions, etc.
- ▶ Each grade level team updates BIST Continuum monthly for increased data for tier 2 students



# Behavior Data from Surveys

"The behaviors in my classes allow my teachers to teach."

S1 student percentage that agree/strongly agree: 79.4%

S2 student percentage that agree/strongly agree: 75.5%

"School is a place where I feel safe."

S1 student percentage that agree/strongly agree: 70.8%

S2 student percentage that agree/strongly agree: 66.9%

\*\*\*127 less students completed the survey S2.



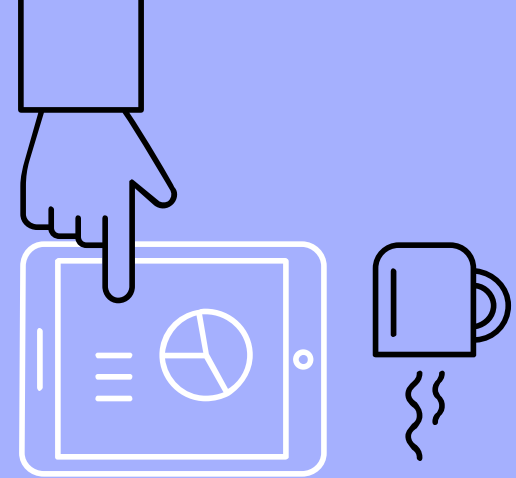
# HRS Goal

## **Leading Indicator: Teachers will have formal ways to provide input regarding initiatives and the functioning of school.**

- ▶ Measured quarterly using the HRS leading indicators 1.3(Teachers have formal roles in the decision making process regarding school initiatives) and 1.5 (Teachers and staff have formal ways to provide input regarding the optimal functioning of the school).
- ▶ Teachers will improve indicator 1.3 from an overall score of 2.92 to 3.5 by the end of 2022-2023 school year.
- ▶ Teachers will improve indicator 1.5 from an overall score of 2.6 to 3.5 by the end of 2022-2023 school year. .

## **Action Plan:**

- ▶ Committee participation
  - Only add yourself to committees you are **CURRENTLY** a part of. If you are interested in joining a committee, contact Ms. Haynes.
- ▶ Summit attendance
- ▶ Staff meeting attendance
- ▶ HRS survey on indicators on 1.3 and 1.5
- ▶ Data from CMS Staff Input form
- ▶ Decision Making Matrix



# HRS Survey Data Jan, 2022

January 2022  
Results

## LEADING INDICATOR 1.3 (OVERALL = 2.92)

Leading Indicator 1.3: Teachers have formal roles in the decision-making process regarding school initiatives.				
It is clear which types of decisions will be made with direct teacher input.	Techniques and systems are in place to collect data and information from teachers on a regular basis.	Notes and reports exist documenting how teacher input was used to make specific decisions.	Electronic tools (for example, online survey tools) are used to collect teachers' opinions regarding specific decisions.	Groups of teachers are targeted to provide input regarding specific decisions.
2.57	2.97	2.42	3.29	3.34

## LEADING INDICATOR 1.5 (OVERALL = 2.63)

Leading Indicator 1.5: Teachers and staff have formal ways to provide input regarding the optimal functioning of the school.				
Data collection systems are in place to collect opinion data from teachers and staff regarding the optimal functioning of our school.	Opinion data collected from teachers and staff are archived.	Reports of opinion data from teachers and staff are regularly generated.	The manner in which opinion data from teachers and staff are used is transparent.	Our school improvement team regularly provides input and feedback about our school's improvement plan.
2.83	2.70	2.49	2.38	2.77

# HRS Survey Oct, 2022

October 2022  
Results

## LEADING INDICATOR 1.3 (OVERALL = 3.79)

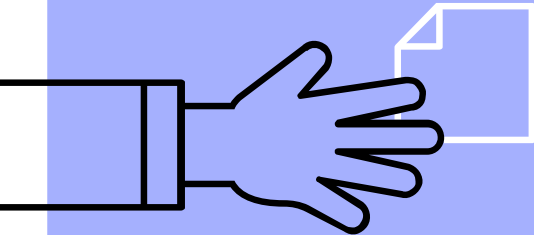
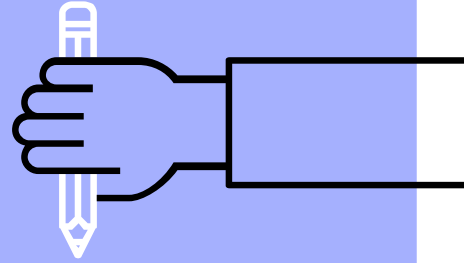
Leading Indicator 1.3: Teachers have formal roles in the decision-making process regarding school initiatives.				
It is clear which types of decisions will be made with direct teacher input.	Techniques and systems are in place to collect data and information from teachers on a regular basis.	Notes and reports exist documenting how teacher input was used to make specific decisions.	Electronic tools (for example, online survey tools) are used to collect teachers' opinions regarding specific decisions.	Groups of teachers are targeted to provide input regarding specific decisions.
<b>3.69</b>	<b>3.98</b>	<b>3.42</b>	<b>4.01</b>	<b>3.87</b>
I don't know = 0	I don't know = 0	I don't know = 0	I don't know = 0	I don't know = 0

## LEADING INDICATOR 1.5 (OVERALL = 3.67)

Leading Indicator 1.5: Teachers and staff have formal ways to provide input regarding the optimal functioning of the school.				
Data collection systems are in place to collect opinion data from teachers and staff regarding the optimal functioning of our school.	Opinion data collected from teachers and staff are archived.	Reports of opinion data from teachers and staff are regularly generated.	The manner in which opinion data from teachers and staff are used is transparent.	Our school improvement team regularly provides input and feedback about our school's improvement plan.
<b>3.92</b>	<b>3.61</b>	<b>3.61</b>	<b>3.45</b>	<b>3.75</b>
I don't know = 0	I don't know = 32	I don't know = 0	I don't know = 0	I don't know = 0

# Upbeat Survey

Fall, 2022



# Upbeat Survey Data

Improved in 22 of 23 categories from last spring

(all but work/life balance)

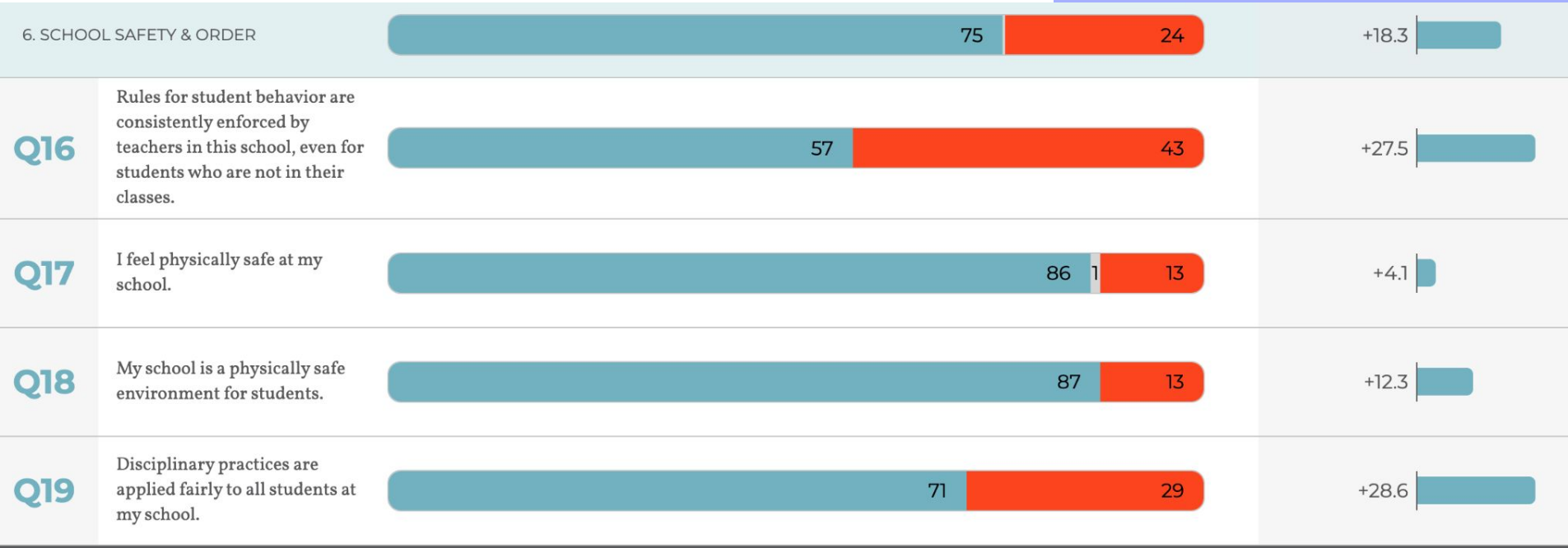
## **Two greatest gains:**

School Safety and Order +18.4

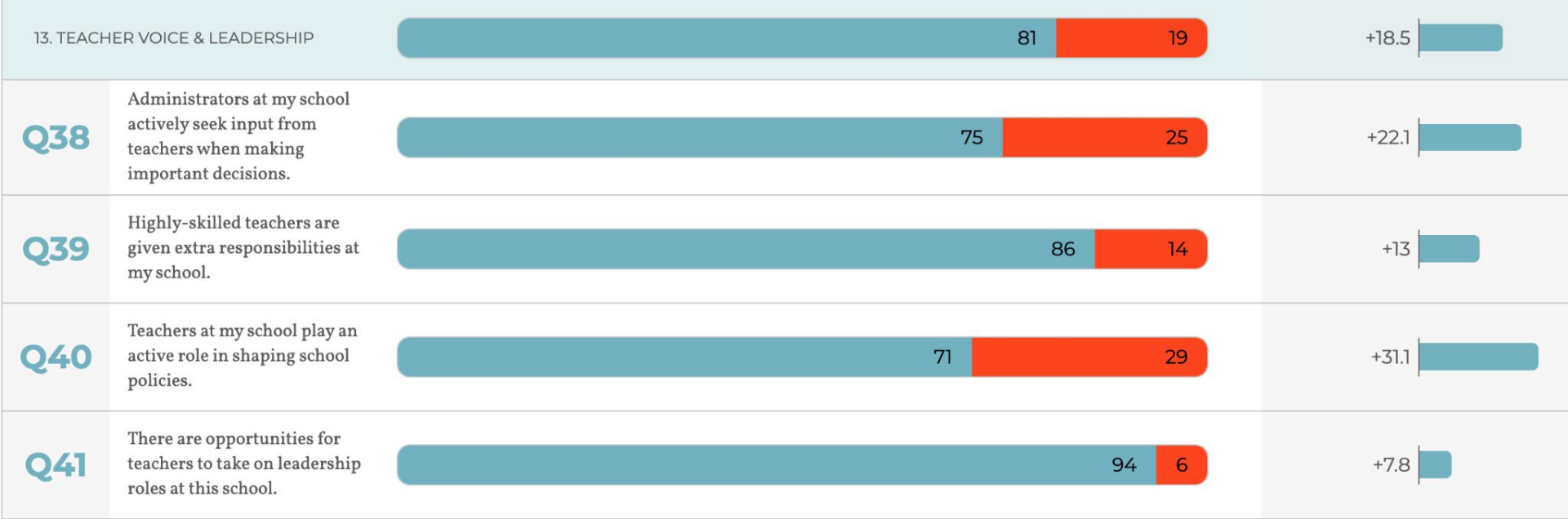
Teacher Voice and Leadership +18.5



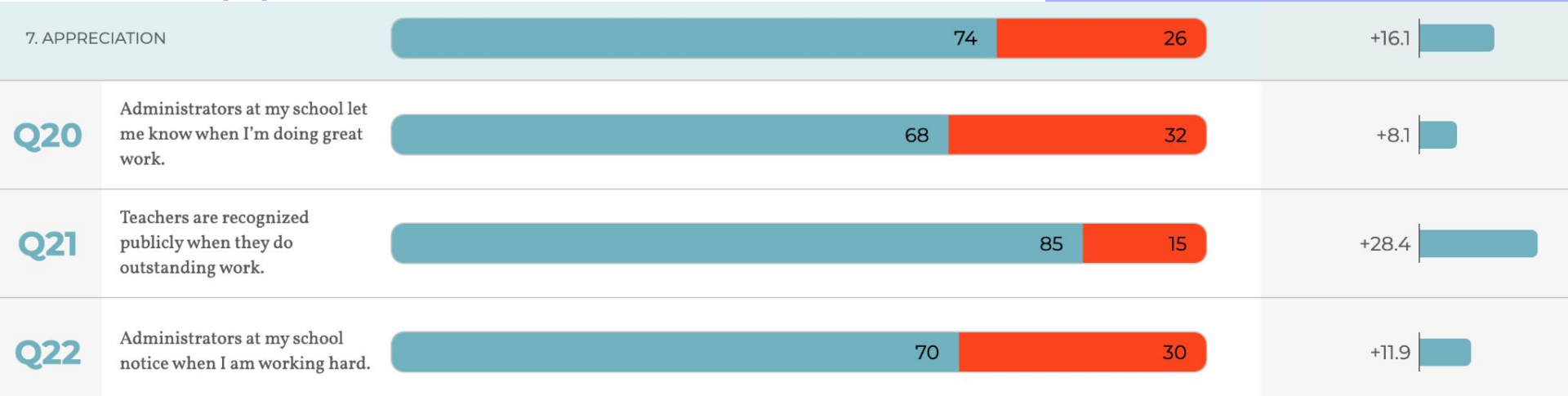
# Upbeat Survey on School Safety and Order



# Upbeat Survey on Teacher Voice and Leadership



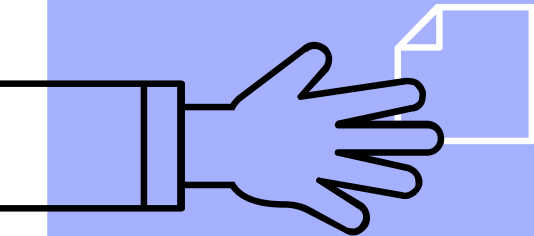
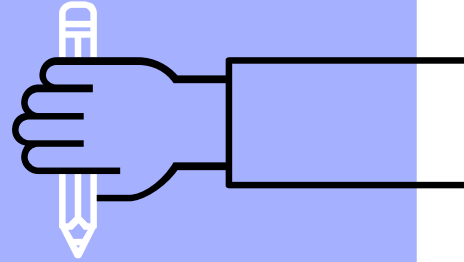
# Upbeat Survey on Appreciation



**We have had 255 “shout outs” this year!**

# Trust Accelerators

2022-23



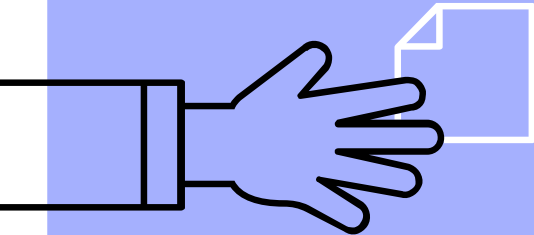
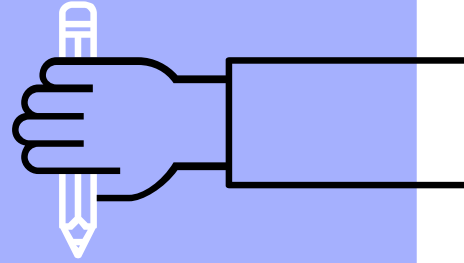
# CMS Trust Accelerators

1. Operate with positive intent
2. Solution Focused Discussions
3. Fulfill your responsibilities
4. Be engaged and prepared
5. Honest and respectful communication



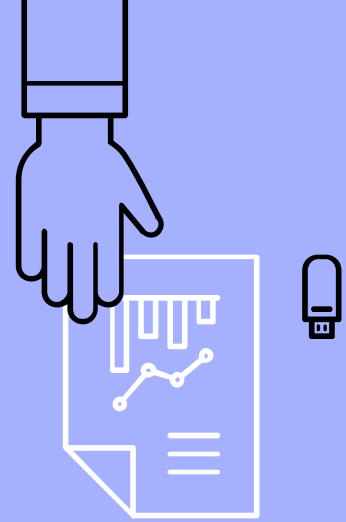
# Non-Negotiables

2022-23



# Non-Negotiables

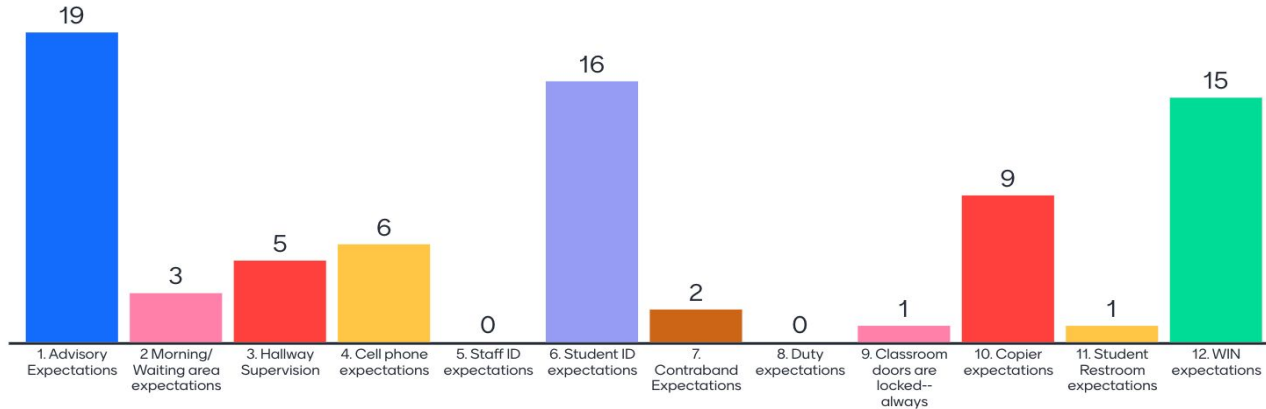
1. [Non-negotiables for 2022-23](#)
2. Spent time creating a plan for to create a plan to improve our consistency
3. Quarterly grade level meeting to discuss advisory/WIN
4. Student Assemblies 2x this year on building expectations



# Non-negotiables to improve

Which non-negotiable do we as a school need to improve on the most?

Mentimeter



# Student Common Expectations

1. Should be presented in every single class
2. Should be embedded into your own classroom presentations

These are in addition to the CMS Common Area Expectations.



# Classroom

## Be Safe

- ▷ Keep hands and feet to yourself
- ▷ Be kind to adults and others in the classroom

## Be Respectful

- ▷ Avoid behaviors that are a distraction to the learning environment
- ▷ Respect classroom materials

## Be Responsible

- ▷ Arrive to class on time
- ▷ Complete work on time
- ▷ Stay on task



# Technology

## Be Safe

- ▷ Go to only school approved sites.
- ▷ Remember that what you say and do online carries the same consequences as if you do it in person.

## Be Respectful

- ▷ Stay on teacher assigned sites
- ▷ No unapproved games

## Be Responsible

- ▷ Do not message with others online during class



# Restroom

## Be Safe

- ▷ Keep hands and feet to yourself
- ▷ No devices in the restroom

## Be Respectful

- ▷ Honor others privacy
- ▷ Use soap, paper towels and trash cans appropriately
- ▷ No vandalism

## Be Responsible

- ▷ Must have your agenda signed and have your lanyard before leaving the classroom
- ▷ Complete Google Form check out
- ▷ Wash your hands before leaving
- ▷ Keep bathroom clean
- ▷ Report harmful situations



# Contraband

## Be Safe

- ▶ Do not bring items that may be perceived as weapons or make someone feel unsafe

## Be Respectful

- ▶ Do not bring items that are a distraction to others.

## Be Responsible

- ▶ Cell phones must be kept in your book bag or locker and turned off from 8:00am to 3:30 pm
- ▶ SmartWatches should not be used to send or receive messages
- ▶ Bluetooth headphones may only be used for school purposes and should be put away before you leave the classroom.



# Food/Candy

## Be safe

- ▶ Do not share food

## Be Respectful

- ▶ Follow teacher expectations
- ▶ Dispose of gum appropriately

## Be Responsible

- ▶ Food in designated areas only



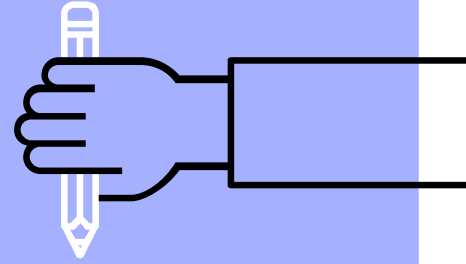
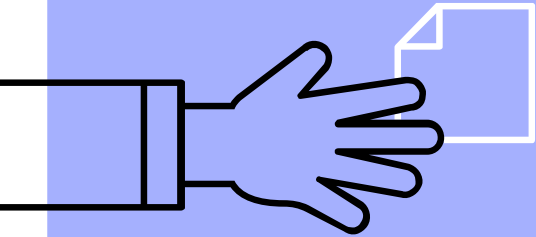
# Well Managed Classroom Expectations Reviews

Each quarter we review 3-5 well managed classroom expectation at the beginning of the quarter.

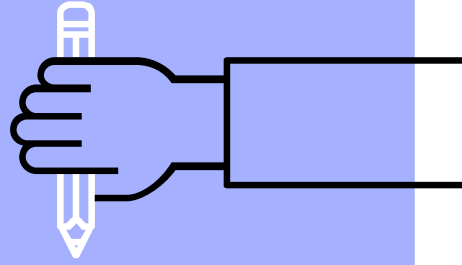
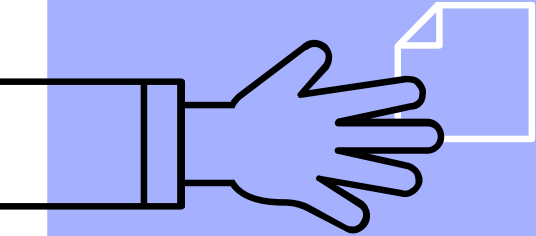
First week of each quarter is a review of expectations during WIN



# Questions







FIELD TRIP OR EXCURSION APPROVAL FORM  
Activities That Result In Loss Of Student Days  
Out of State Activities

Date: 3/8/23

Proposed Excursion date: April 2024

Requesting Individual: Michael Klee

Student group for which request is made: CMS 8<sup>th</sup> Grade Band

Purpose of trip: To allow students to visit one of the largest instrumental music museums in the country, explore the history of their and other instruments, as well as see these instruments demonstrated.

Educational Benefit: This will allow students to gain larger connections to the instruments and their history which also aligns with the state music standards. Seeing is a powerful teaching tool and this museum allows the students to see each instrument up close. Throughout the tour, students will use the supplied virtual tour to see the instruments being played by professionals.

Nature of Request (Check One)  1 time only  Annual

Is The Event Sanctioned? (NSAA Activity)  Yes  No

Cost of trip: Only transportation, student entry is free and adults will pay their own way.

Cost to district: Only transportation, student entry is free and adults will pay their own way.

How will funds be raised: Any required extra funds will be raised through band fundraisers

Timelines of event: Leave CMS 8am, arrive and tour museum 1100am – Depart for CMS at 130pm, arrive at CMS at 345pm.

Number of student school days forfeited: 1 full day for 8<sup>th</sup> grade band students

Approval Signatures:

Principal: \_\_\_\_\_ Date: \_\_\_\_\_

Superintendent: \_\_\_\_\_ Date: \_\_\_\_\_

School Board President: \_\_\_\_\_

Date of Formal Board Approval: \_\_\_\_\_

*Attach the following information along with this request.*

- 1. A Detailed Budget Including Expenses and Revenue.*
- 2. Travel Information.*
- 3. Parental Permission Form.*
- 4. NSAA Waiver for Competitions In Excess of 600-miles Round Trip.*

Regulation  
Adopted: 8/10/09

COLUMBUS PUBLIC SCHOOLS  
Columbus, Nebraska  
Reviewed: 8/10/09

# CMS 8th Grade Band National Music Museum Field Trip

TRIP: February 15, 2023

National Music Museum, Vermillion SD - <https://www.nmmusd.org/>

The National Music Museum is a treasure and wonderful place for students to explore the history of musical instruments. Students will not need money unless they want to purchase from the gift shop however they need to either pack a sack lunch or let Mr. Klee know they prefer a school sack lunch.

Itinerary:

- 8:00 a.m. - Students go to advisory class as normal for attendance
- 8:17 a.m. - Students go to band room
- 8:30 a.m. - Students load the bus
- 8:45 a.m. - Bus leaves for Vermillion
- 11:00 a.m. - Arrive in Vermillion, restroom stop in town, eat sack lunch
- 11:30 a.m. - Arrive at museum
- 1:00 p.m. - Load bus for home
- 3:15 p.m. - Arrive at CMS, report to band WIN time
- 3:30 p.m. - Dismissed from school

**Cut here and keep the top portion for your records**

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**Please turn in the bottom portion to Mr. Klee**

STUDENT NAME \_\_\_\_\_ STUDENT ID NUMBER \_\_\_\_\_

I have been notified of my child's participation in this event and that he/she will be off-campus and under the supervision of Mr. Klee during the listed times. I understand that all school policies will be in effect and that my child will be expected to comply with these rules and policies.

Students will need to have either a home packed lunch or a school sack lunch. Please indicate below which option works best for your students and turn this into Mr. Klee as soon as possible.

I will be bringing a lunch from home

I want a school sack lunch

\_\_\_\_\_  
(Date)

\_\_\_\_\_  
(Parent signature)

Committee As A Whole & Regular  
Meeting  
Monday, March 20, 2023 6:00 PM Central

Columbus Public Schools Administration  
Building  
2508 27th St.  
Columbus, NE 68601

Candace Becher: Present  
Mark Brown: Absent  
Michael Jeffryes: Present  
Doug Molczyk: Present  
Theresa Seipel: Present  
Douglas Willoughby: Present  
Present: 5, Absent: 1.

#### I. Board Meeting

##### I.A. Call to Order

##### I.B. Roll Call of Board

Motion to excuse Mr. Brown. Passed with a motion by Michael Jeffryes and a second by Doug Molczyk.

Mark Brown: Absent, Candace Becher: Yea, Michael Jeffryes: Yea, Doug Molczyk: Yea,  
Theresa Seipel: Yea, Douglas Willoughby: Yea  
Yea: 5, Nay: 0, Absent: 1

Mark Brown was excused from the meeting.

##### I.C. Pledge of Allegiance

##### I.D. Notice of Open Meeting Posted

I.D.1. President insures all can hear proceedings

##### I.E. Mission Statement

Candy Becher read the Mission Statement.

##### I.F. Opportunity for Public to be Heard

##### I.G. Committee on American Civics

Teresa Hausmann, Director of Curriculum, Instruction and Assessment spoke about the Committee on American Civics. The school district is required to hold two public meetings. This is the first required meeting. The next meeting will be in May and teachers from all three

levels will come and present their curriculum. The public will have an opportunity to speak at that time.

Mrs. Hausmann said CPS does meet all the requirements, CPS curriculum aligns with the state standards and all the required courses are provided.

## I.H. Board Special Functions

### I.I. Items to be removed from the Consent Agenda

#### I.J. Consent Agenda

Motion to approve the Consent Agenda. Passed with a motion by Candace Becher and a second by Theresa Seipel.

Mark Brown: Absent, Candace Becher: Yea, Michael Jeffryes: Yea, Doug Molczyk: Yea, Theresa Seipel: Yea, Douglas Willoughby: Yea

Yea: 5, Nay: 0, Absent: 1

#### I.J.1. Approval of Minutes

#### I.J.2. Financial Reports M2, M3, M4a

Chip Kay, Director of Finance and Human Relations talked about the financial reports for the month. Financial Report M2 shows balances are behind from last year, as we knew they would be. He explained that reimbursements are starting to be available and balances are beginning to catch up with Essers II and III reimbursements. Other fund balances are at normal balances for this time of year. Property tax draws will come in May and June. The M4 shows typical monthly expenditures.

#### I.J.3. Financial Report M5

Financial Report M5 includes expenditures for payroll, utilities, contracted services.

#### I.J.4. Certified Personnel

Dr. Kay shared good news on the certified staff hiring, he said 27 of the 35 openings have been filled. He also said there have only been 27 resignations and retirements. That is fewer than most other districts. Dr. Kay said he applauds the principals, they are doing a great job in making hires. Last year, at this time, CPS was at 40 for resignations and retirements.

#### I.J.5. Classified Personnel

Dr. Kay said the classified list is typical for resignations and retirements. He also mentioned that long-time CHS secretary, Jane Haefner, was retiring.

#### I.J.6. Professional Travel

Dr. Kay said the classified list is typical for resignations and retirements. He also mentioned that long-time CHS secretary, Jane Haefner, was retiring.

### I.K. Acceptance of Gifts/Donations

The Superintendent recommends that the Board accept the attached gifts/donations. Passed with a motion by Michael Jeffryes and a second by Theresa Seipel.

Mark Brown: Absent, Candace Becher: Yea, Michael Jeffryes: Yea, Doug Molczyk: Yea, Theresa Seipel: Yea, Douglas Willoughby: Yea  
Yea: 5, Nay: 0, Absent: 1

Dr. Loeffelholz shared the contributions to the Foundation for the month, \$38, 837.82; for the year, \$79,703.93. He mentioned contributions made to the Foundation, including grants, Clubs Choice Fundraiser for West Park and the Waffleman for the Band Boosters.

## I.L. Curriculum and Instruction

### I.L.1. Policies

#### I.L.1.1. First Reading of Policy 606.04 Media Centers

The Superintendent recommends that the Board approve the First Reading of Policy 606.04, as submitted. Passed with a motion by Doug Molczyk and a second by Candace Becher.

Mark Brown: Absent, Candace Becher: Yea, Michael Jeffryes: Yea, Doug Molczyk: Yea, Theresa Seipel: Yea, Douglas Willoughby: Yea  
Yea: 5, Nay: 0, Absent: 1

Mrs. Hausmann discussed the revisions for Policy 606.04 Media Centers. This policy is out of date. It should not be difficult for media specialists to purchase books. The new information in the policy would have the principals approve books to be purchased.

### I.L.2. Administrative Functions

#### I.L.2.1. Elementary EL Programming

Information on elementary EL programming was shared by Mrs. Hausmann, said the proficiency ratings were reviewed. Ideas have been shared with principals and teachers, who need to find new and better ways for programming the newcomers. The department has found some great resources to use for kindergarten, first and second grade and third and fourth grade. All the programming is for 18 weeks for each student. A schedule will be assigned to make time in the day for the program, this will also allow access to the-grade level instruction which is so important for these students. This new programming also allows students to remain at their home school. Mrs. Hausmann shared the cost, which is good for 6 years and includes resources and consumables.

#### I.L.2.2. Approval of the Textbook Adoption for CHS

The Superintendent recommends that the Board to approve the adoption of the Textbook List for High School English, as submitted. Passed with a motion by Candace Becher and a second by Doug Molczyk.

Mark Brown: Absent, Candace Becher: Yea, Michael Jeffryes: Yea, Doug Molczyk: Yea, Theresa Seipel: Yea, Douglas Willoughby: Yea  
Yea: 5, Nay: 0, Absent: 1

Cathy Kwapnioski, CHS English teacher, talked about the list of novels used by CHS. She said some of these titles have been used for more than 32 years. There have been

some new titles added for diversity. She said it is important to offer books that interest high school students.

### I.L.3. Updates

The Cognia visit for accreditation is coming up, Mrs. Hausmann said the Board of Education interviews are April 3rd at 11:30. She said they will be reviewing the 30 standards, policies, governance among other topics. She did remind the group this is a district accreditation, not building accreditation. Results will come in an initial report and a final report a few weeks later.

Mrs. Hausman updated on the ELA Pilots, the Manufacturing Technology Pathway, the Early Childhood Education & Services Pathway and the Food Science Pathway. She shared the staff connections that the Curriculum and EL Departments have made with face-to-face conversations, curriculum support, and personalized notes.

### I.M. Business Operations and Human Relations

#### I.M.1. Administrative Functions

##### I.M.1.1. Surplus Property

The Superintendent recommends that the Board declare listed items as Surplus Property. Passed with a motion by Theresa Seipel and a second by Candace Becher.

Mark Brown: Absent, Candace Becher: Yea, Michael Jeffryes: Yea, Doug Molczyk: Yea, Theresa Seipel: Yea, Douglas Willoughby: Yea  
Yea: 5, Nay: 0, Absent: 1

Dr. Kay said the North Park library list was made available to the public and then items remaining will be disposed of. CMS had some broken items that needed to be trashed.

##### I.M.1.2. Regular Education Tuition Rates for 2023-2024

The Superintendent recommends that the Board approve the Regular Education Tuition Rates for 2023-2024, as submitted. Passed with a motion by Michael Jeffryes and a second by Candace Becher.

Mark Brown: Absent, Candace Becher: Yea, Michael Jeffryes: Yea, Doug Molczyk: Yea, Theresa Seipel: Yea, Douglas Willoughby: Yea  
Yea: 5, Nay: 0, Absent: 1

Dr. Kay said every March we introduce the tuition rates for the year. The 2023-24 rates are listed. State statute required these rates to be set although no one is assessed these tuition fees.

#### I.M.2. Updates

The Board was updated on the wage and benefit recommendations for certified staff, classified staff, professional/hybrid classified staff and administration. Dr. Kay said when comparing with others in the array, it is best to look at starting wages/salaries.

Dr. Kay also shared account recommendations for moving some funds to other banks after doing research on the local financial institutions.

## I.N. Buildings & Sites/Technology

### I.N.1. Administrative Functions

#### I.N.1.1. Approval of the Replacement of Staff Devices and District Servers

The Superintendent recommends that the Board approve the replacement of staff devices and district servers. Passed with a motion by Michael Jeffryes and a second by Theresa Seipel.

Mark Brown: Absent, Candace Becher: Yea, Michael Jeffryes: Yea, Doug Molczyk: Yea, Theresa Seipel: Yea, Douglas Willoughby: Yea  
Yea: 5, Nay: 0, Absent: 1

Leonard Kwapnioski, Director of Building/Sites and Technology talked about the replacement of staff devices and district servers. He shared vendors with the cost of devices. Apple offers a four-year lease, CPS will own the devices at the end of the four years. All devices have a four-year warranty. The servers will have 24/7 support.

### I.N.2. Updates

Mr. Kwapnioski said they got the supplies in for the high school intercom, they are tweaking odds and ends now and looking at some wiring. CMS intercom is operational. He said he worked with the vendor and got the cost to \$21,000.00. All the work was done by maintenance staff. They did not hire anyone.

## I.O. Student Services

### I.O.1. Administrative Functions

#### I.O.1.1. ESU 2023-2024 Contract and Estimated Projections

The Superintendent recommends that the Board approve the ESU Contract and Estimated Projections, as submitted. Passed with a motion by Theresa Seipel and a second by Michael Jeffryes.

Mark Brown: Absent, Candace Becher: Yea, Michael Jeffryes: Yea, Doug Molczyk: Yea, Theresa Seipel: Yea, Douglas Willoughby: Yea  
Yea: 5, Nay: 0, Absent: 1

Jason Harris, Director of Student Services and Special Education shared the ESU Contract. He said it is standard every year. The projections are for where CPS may be next year for the total bill. Just over \$400,000.00. Discussion regarding CPS students at the Learning Academy and Boys Town at this time. Mr. Harris said the students attending the Learning Academy at ESU7 have to have special education verification.

#### I.O.1.2. Approval of Special Education Policies and Procedures

The Superintendent recommends that the Board approve a first reading the Changes listed to the Special Education Policy and Procedures. Passed with a motion by Candace Becher and a second by Theresa Seipel.

Mark Brown: Absent, Candace Becher: Yea, Michael Jeffryes: Yea, Doug Molczyk: Yea, Theresa Seipel: Yea, Douglas Willoughby: Yea  
Yea: 5, Nay: 0, Absent: 1

Mr. Harris talked about the review of all special education policies and procedures. KSB School Attorneys are recommending one policy, and moving all other policies to procedures. Mr. Harris is asking the Board to consider adopting the changes.

#### I.O.1.3. 2023-2024 Special Education Projections

The Superintendent recommends that the Board approve the 2023-2024 Special Education Projections, as submitted. Passed with a motion by Michael Jeffryes and a second by Theresa Seipel.

Mark Brown: Absent, Candace Becher: Yea, Michael Jeffryes: Yea, Doug Molczyk: Yea, Theresa Seipel: Yea, Douglas Willoughby: Yea

Yea: 5, Nay: 0, Absent: 1

The projected numbers are presented at just over a 1% increase. Mr. Harris said public and non-public schools have increased significantly.

#### I.O.1.4. Tuition Rates-Special Education

The Superintendent recommends that the Board approve the Special Education Tuition Rates, as submitted. Passed with a motion by Theresa Seipel and a second by Douglas Willoughby.

Mark Brown: Absent, Candace Becher: Yea, Michael Jeffryes: Yea, Doug Molczyk: Yea, Theresa Seipel: Yea, Douglas Willoughby: Yea

Yea: 5, Nay: 0, Absent: 1

Mr. Harris presented the Special Education Tuition Rates at a 2% increase. Many districts call about sending their students, and we do not have the staffing, our programs are full. Our staff has a high caseload and we do not want to take resources away from our own students.

#### I.O.2. Updates

Mr. Harris said he and Dr. Kay have been working with NDE on refiguring reimbursements, they are done. Should be getting them soon.

#### I.P. Superintendent's Report

Dr. Loeffelholz mentioned the Staff Appreciation Event on Tuesday, March 28. He said the Campaign Committee is working hard. There is a plan for a second round of presentation for parents presentations. This will include getting voters registered. Looking into having ballot drop boxes at CPS buildings. He said the shorter campaign time works well to keep people engaged. Dr. Loeffelholz said he believes engaging the staff, the presentations, FaceBook Live Events and newspaper articles have given people the right information to share. He mentioned the great assistance from Centro Hispano and the offer of support from the Columbus Area Chamber of Commerce. Campaign signs will be going up around the community soon.

Dr. Loeffelholz stated the End of the Year/Retirement Celebration has not been scheduled yet, and it's still working out the details.

#### I.Q. Board Sharing

The Board thinks the Campaign Kick-off went very well. The Kramer Education Center Tour was awesome. The building looked great. Lots of kudos were shared with Leonard and his team for the work they have put in there. The new programming for EL Newcomers looks great. It was noted that the 4th quarter had started, and we are on the downhill slide to the end of the school year.

#### I.Q.1. Staff Appreciation Event-Tuesday, March 28

#### II. Executive Session

#### III. Adjourn

Motion to adjourn. Passed with a motion by Douglas Willoughby and a second by Michael Jeffryes.

Mark Brown: Absent, Candace Becher: Yea, Michael Jeffryes: Yea, Doug Molczyk: Yea, Theresa Seipel: Yea, Douglas Willoughby: Yea

Yea: 5, Nay: 0, Absent: 1

Meeting adjourned at 8:20pm.

Columbus Public Schools  
 Summary of Cash Balances  
 March 31, 2023

	DESCRIPTION	BEGINNING BALANCE	MONTH TO DATE RECEIPTS	MONTH TO DATE EXPENDITURES	END OF MONTH BALANCE	YTD BALANCE PRIOR YEAR
General Fund	Attachment M4a			\$ 171,513.53		
	Attachment M5 (prior Bd Mtg)			\$ 4,091,547.08		
	Transfer from FNB Trust		\$ 141,328.87			
	Receipts GP checking		\$ 2,908,943.22			
	<b>GEN FUND - GREAT PLAINS STATE BANK</b>	\$ 3,226,168.54	\$ 3,050,272.09	\$ 4,263,060.61	\$ 2,013,380.02	\$ 5,363,032.44
	Interest					
	<b>GEN FUND- GP SAVINGS</b>	\$ -	\$ -		\$ -	
	Dividends		\$ 1,706.14			
	Management Fees			\$ 37.31		
	Investment Gain			\$ 3,070.88		
	Transfer out			\$ 141,328.87		
	<b>GENERAL FUND - FNB TRUST</b>	\$ 142,947.00	\$ 1,706.14	\$ 144,437.06	\$ 216.08	\$ 932,515.60
	<b>General Fund -Cash Balance</b>					<b>\$ 2,013,596.10</b>
Depreciation-GF	Dividends		\$ 4,950.83			
	Management Fees			\$ 616.95		
	Investment Gain		\$ 19,854.68			
	<b>DEPRECIATION - FNB</b>	\$ 2,363,369.14	\$ 24,805.51	\$ 616.95	\$ 2,387,557.70	\$ 2,265,606.39
Temporary Funds -GF	<b>PAYROLL - PINNACLE BANK</b>	\$ 298,181.62	\$ 3,608,693.48	\$ 3,581,361.61	\$ 325,513.49	\$ 295,557.89
	<b>PAYFLEX - PINNACLE BANK</b>	\$ 51,693.23	\$ 10,599.90	\$ 11,571.50	\$ 50,721.63	\$ 50,738.98
Activities	Administration	\$ 1,024,194.90	\$ 11,434.76	\$ 13,973.01	\$ 1,021,656.65	\$ 896,362.05
	Middle School	\$ 142,380.74	\$ 2,693.75	\$ 7,037.64	\$ 138,036.85	\$ 121,626.92
	High School	\$ 628,417.59	\$ 46,593.35	\$ 54,204.02	\$ 620,806.92	\$ 530,925.26
	<b>ACTIVITY FUNDS - COLUMBUS BANK</b>	\$ 1,794,993.23	\$ 60,721.86	\$ 75,214.67	\$ 1,780,500.42	\$ 1,548,914.23
Nutrition Fund	Interest Income		\$ 1,446.39			
	State Reimbursement		\$ 213,712.39			
	Receipts		\$ 5,469.46			
	Student/Staff Meals		\$ 73,117.49			
	<b>NUTRITION FUND - CORNERSTONE BANK</b>	\$ 781,507.79	\$ 293,745.73	\$ 246,269.80	\$ 828,983.72	\$ 600,610.36
Bond Fund	Platte County Treasurer		\$ 58,426.69			
	Butler County Treasurer		\$ 528.22			
	Dividends		\$ 3,376.92			
	Management Fees			\$ 310.22		
	Investment Gain		\$ 1,187.81			
	<b>BOND FUND - FNB</b>	\$ 1,188,404.23	\$ 63,519.64	\$ 310.22	\$ 1,251,613.65	\$ 887,141.59
Special Building Fund	Dividends		\$ 960.82			
	Management Fees			\$ 104.63		
	Investment Loss		\$ 2,528.05			
	<b>SPECIAL BLDG FUND - FNB TRUST</b>	\$ 400,810.01	\$ 3,488.87	\$ 104.63	\$ 404,194.25	\$ 399,602.29
	BCDM Architects			\$ 15,083.61		
	Bierman Contracting			\$ 25,460.00		
	Capital One Public Funding			\$ 407,678.17		
	Commonwealth Electric Midwest			\$ 106,300.25		
	EPCO Ltd., Inc			\$ 11,311.00		
	Midlands Mechanical Inc			\$ 25,679.27		
	Midwest Automatic Fire Sprinkler Co			\$ 41,850.00		
	Midwest Door & Hardware			\$ 48,769.00		
	Midwest Floor Covering, Inc.			\$ 19,069.20		
	Mueller & Schoepf Drywall Inc			\$ 142,877.00		
	Rutt's Heating & Air Conditioning, Inc.			\$ 193,049.50		
	SGH Redglaze Holdings Inc			\$ 6,300.00		
	T-C Ceilings Inc			\$ 72,900.00		
Tucker Masonry Company			\$ 26,236.05			
<b>SPECIAL BLDG FUND - BANK OF THE VALLEY</b>	\$ 1,413,230.62	\$ 17,470.50	\$ 1,142,563.05	\$ 288,138.07	\$ 1,249,004.28	
<b>Special Building Fund - Cash Balance</b>					<b>\$ 692,332.32</b>	

Account Number	Description	Budget	Month to Date	Year to Date	Balance	Percent
01.1.01100.000.000	Property Taxes	(\$24,325,478.00)	(\$352,319.56)	(\$10,892,407.53)	(\$13,433,070.47)	44.78%
01.1.01115.000.000	Carline Taxes	(\$21,000.00)	\$0.00	(\$2,782.82)	(\$18,217.18)	13.25%
01.1.01120.000.000	Public Power District Sales Ta	(\$850,000.00)	\$0.00	\$0.00	(\$850,000.00)	0.00%
01.1.01125.000.000	Motor Vehicle Taxes	(\$2,343,000.00)	(\$156,571.94)	(\$1,282,185.98)	(\$1,060,814.02)	54.72%
01.1.01323.000.000	Tuition, SpEd School Age	(\$35,000.00)	\$0.00	\$0.00	(\$35,000.00)	0.00%
01.1.01510.000.000	Interest	(\$15,000.00)	(\$5,711.57)	(\$50,659.65)	\$35,659.65	337.73%
01.1.01540.000.000	Income from Real Property	(\$25,000.00)	\$0.00	(\$20,857.50)	(\$4,142.50)	83.43%
01.1.01801.000.000	CASP /Parent Fees	(\$35,000.00)	(\$7,740.00)	(\$51,248.00)	\$16,248.00	146.42%
01.1.01910.000.000	Rental Fees	\$0.00	(\$615.00)	(\$1,515.00)	\$1,515.00	#DIV/0!
01.1.01911.000.000	Local License Fees	(\$25,000.00)	\$0.00	(\$4,695.00)	(\$20,305.00)	18.78%
01.1.02110.000.000	County Fines&License Fees	(\$155,000.00)	(\$16,912.65)	(\$146,601.18)	(\$8,398.82)	94.58%
01.1.03110.000.000	State Aid	(\$14,316,378.00)	(\$1,431,638.00)	(\$10,021,466.00)	(\$4,294,912.00)	70.00%
01.1.03120.000.000	SpEd Receipts from the State	(\$2,602,545.00)	(\$793,288.00)	(\$1,456,770.00)	(\$1,145,775.00)	55.97%
01.1.03125.000.000	SpEd Transportation Receipts f	(\$135,000.00)	\$0.00	\$0.00	(\$135,000.00)	0.00%
01.1.03130.000.000	Homestead Exemption	\$0.00	(\$203.64)	(\$3,952.84)	\$3,952.84	#DIV/0!
01.1.03131.000.000	Property Tax Credit	\$0.00	\$0.00	(\$436.91)	\$436.91	#DIV/0!
01.1.03155.000.000	Textbook Loan Receipts	(\$25,000.00)	(\$49,822.55)	(\$49,822.55)	\$24,822.55	199.29%
01.1.03180.000.000	Pro-Rate Motor Vehicle	(\$50,000.00)	\$0.00	(\$15,983.42)	(\$34,016.58)	31.97%
01.1.03400.000.000	State Apportionment	(\$525,000.00)	\$0.00	(\$777,521.20)	\$252,521.20	148.10%
01.1.03535.000.000	High Ability Learner Allocatio	(\$25,000.00)	\$0.00	(\$25,731.00)	\$731.00	102.92%
01.1.03540.000.000	State Early Childhood Grant	(\$150,940.00)	\$0.00	(\$100,388.00)	(\$50,552.00)	66.51%
01.1.03541.000.000	Early Childhood Endowment Gran	(\$164,500.00)	(\$13,605.00)	(\$110,448.00)	(\$54,052.00)	67.14%
01.1.03599.000.000	Education Quest College Access	\$0.00	\$0.00	(\$12,319.14)	\$12,319.14	#DIV/0!
01.1.03599.000.001	Education Quest College Access	(\$20,000.00)	\$0.00	(\$10,000.00)	(\$10,000.00)	50.00%
01.1.04421.000.000	IDEA (611) ARP B-21	\$0.00	\$0.00	(\$55,525.00)	\$55,525.00	#DIV/0!
01.1.04423.000.000	IDEA (PRO) ARP NonPub	\$0.00	\$0.00	(\$4,374.00)	\$4,374.00	#DIV/0!
01.1.04505.000.000	ESSA Title I Receipts	(\$568,214.00)	\$0.00	(\$165,958.00)	(\$402,256.00)	29.21%
01.1.04509.000.000	ESSA Title II Receipts	(\$106,004.00)	\$0.00	(\$43,469.00)	(\$62,535.00)	41.01%
01.1.04510.000.000	ESSA Title IV SSAE Grant	(\$41,513.00)	\$0.00	\$0.00	(\$41,513.00)	0.00%
01.1.04516.000.000	IDEA Preschool Enrollment/Pove	(\$24,723.00)	\$0.00	(\$4,184.00)	(\$20,539.00)	16.92%
01.1.04518.000.000	IDEA Enrollment/Poverty Grant	(\$928,690.00)	\$0.00	(\$261,644.00)	(\$667,046.00)	28.17%
01.1.04521.000.000	IDEA Proportionate Share	(\$134,873.00)	\$0.00	(\$16,512.00)	(\$118,361.00)	12.24%
01.1.04525.000.000	Carl Perkins Grants	(\$41,918.00)	\$0.00	(\$47,894.00)	\$5,976.00	114.26%
01.1.04526.000.000	Perkins Revision Grant	(\$100,000.00)	\$0.00	\$0.00	(\$100,000.00)	0.00%
01.1.04527.000.000	ESSA Title III LEP Grant	(\$79,934.00)	\$0.00	(\$29,917.00)	(\$50,017.00)	37.43%
01.1.04528.000.000	Title III Immigrant	(\$54,397.00)	\$0.00	(\$29,811.00)	(\$24,586.00)	54.80%
01.1.04531.000.000	ESSA Title IV Part B 21st Cent	(\$149,163.00)	\$0.00	(\$149,163.00)	\$0.00	100.00%
01.1.04708.000.000	Medicaid in Public Schools	(\$34,643.00)	\$0.00	(\$77,729.67)	\$43,086.67	224.37%
01.1.04969.000.000	ESSA Title IV SSAE Grant	\$0.00	(\$11,439.00)	(\$11,439.00)	\$11,439.00	#DIV/0!
01.1.04995.000.000	FEMA/Federal Disaster Funds	\$0.00	\$0.00	(\$55,848.23)	\$55,848.23	#DIV/0!

Columbus Public Schools  
 General Fund Revenue Detail  
 March 31, 2023

Account Number	Description	Budget	Month to Date	Year to Date	Balance	Percent
01.1.04997.000.000	Cares Act II	(\$350,000.00)	\$0.00	\$0.00	(\$350,000.00)	0.00%
01.1.04998.000.000	Cares Act III	(\$1,400,000.00)	\$0.00	\$0.00	(\$1,400,000.00)	0.00%
		(\$49,857,913.00)	(\$2,839,866.91)	(\$25,991,262.62)	(\$23,866,650.38)	47.87%
	Transfers	\$	(141,328.87)			
	Reimbursement/Refunds	\$	(72,841.88)			
	Interest - other accounts	\$	5,711.57			
	<b>Total Revenue</b>		<b>(\$3,048,326.09)</b>			

<b>Check Number</b>	<b>Vendor</b>	<b>Amount</b>
14264	COLUMBUS SCHOOL LUNCH FUND-CHS	\$292.00
14265	STEMPEK, SHELLEY	\$10.43
14266	CORNERSTONES OF CARE	\$500.00
14267	CUNA MUTUAL GROUP	\$600.26
14268	FIRST NATIONAL BANK OMAHA	\$357.00
14269	FIRST NATIONAL BANK OMAHA	\$283.50
14270	FIRST NATIONAL BANK OMAHA	\$267.59
14271	FIRST NATIONAL BANK OMAHA	\$389.32
14272	FIRST NATIONAL BANK OMAHA	\$556.84
14273	FIRST NATIONAL BANK OMAHA	\$1,081.59
14274	HAMPTON INN-KEARNEY	\$716.02
14275	LOEFFELHOLZ, TROY	\$100.01
14276	NCECBVI	\$4,600.00
14277	THE BROKEN MUG	\$150.89
14278	WOODRIVER ENERGY LLC	\$47,424.23
14279	UNIVERSITY OF NEBRASKA AT KEARNEY	\$250.00
14280	AMAZON CAPITAL SERVICES	\$817.60
14281	ASSOCIATED STAFFING, INC	\$3,672.72
14282	YOUNG, AMY	\$200.00
14283	BOMGAARS	\$190.06
14284	CAPITAL SANITARY SUPPLY	\$1,261.11
14285	COLLABORATIVE CLASSROOM	\$3,375.00
14286	COLUMBUS ARNOLD MOTOR SUPPLY	\$84.07
14287	COLUMBUS MUSIC	\$53.95
14288	COUGHLAN COMPANIES, LLC	\$286.36
14289	DXP ENTERPRISES, INC	\$93.36
14290	EAKES OFFICE SOLUTIONS	\$794.76
14291	ELECTRICAL ENGINEERING & EQUIP	\$45.26
14292	ELECTRONIX EXPRESS	\$21.35
14293	FATHER FLANAGAN'S BOYS' HOME	\$28,383.53
14294	FIRST BOOK	\$501.23
14295	FOLLETT CONTENT SOLUTIONS, LLC	\$835.85
14296	FUN AND FUNCTION	\$54.44
14297	GREAT PLAINS BUILDING SUPPLY CO.	\$5.99
14298	HOUGHTON MIFFLIN HARCOURT	\$214.02
14299	IMAGE TECH & PRINTING	\$149.65
14300	LEGILINER, LLC	\$72.05
14301	LUNCHTIME SOLUTIONS, INC	\$154.67
14302	MAXIM HEALTHCARE SERVICES, INC.	\$3,705.00
14303	MENARDS-COL	\$589.08
14304	MERRILL, KIM	\$698.19
14305	MILLER, ASHLEY	\$69.17
14306	NEWILL, TOBIE	\$133.62
14307	PAITZ, TONYA	\$79.65
14308	PRINTCO GRAPHICS, INC	\$2,256.19

<b>Check Number</b>	<b>Vendor</b>	<b>Amount</b>
14309	PRODUCTIVITY INC	\$518.91
14310	READ NATURALLY	\$172.50
14311	ROBERTSON, KATIE	\$182.95
14312	RUTT'S HEATING & AIR CONDITIONING, INC -	\$1,422.48
14313	SCHMITT MUSIC	\$81.00
14314	SNYDER, JENNIFER	\$1,000.00
14315	THE HOME DEPOT PRO	\$1,392.99
14316	VENTRIS LEARNING LLC	\$230.00
14317	WRIGHT, ABBEY	\$268.82
14318	AMAZON CAPITAL SERVICES	\$3,761.06
14319	CAPITAL ONE/WALMART	\$655.92
14320	HOBBY LOBBY	\$210.74
14321	HY-VEE FOOD STORES	\$411.38
14322	SUPER SAVER	\$836.23
14323	CENGAGE LEARNING	\$1,396.50
14324	DAYLIGHT DONUTS	\$33.63
14325	ESU #7 SPECIAL EDUCATION	\$34,946.11
14326	ESU #7	\$9,252.27
14327	FIRST NATIONAL BANK OMAHA	\$1,057.35
14328	FIRST NATIONAL BANK OMAHA	\$1,919.22
14329	HENRY DOORLY ZOO	\$141.35
14330	JACKSON SERVICES INC.	\$178.58
14331	KAY, CHESTER	\$138.76
14332	KWAPNIOSKI, LEONARD R	\$119.87
14333	PLUNKETTS PEST CONTROL	\$610.00
14334	QUADIENT FINANCE USA, INC	\$1,000.00
14335	SCHOLASTIC INC.	\$544.00
14336	SERVICEMASTER BY SHEVLIN	\$723.40
14337	U AND I SANITATION LLC	\$1,860.00
14338	VIVIAL	\$69.90
	<b>Total Fund Expenditures</b>	<b><u>\$171,513.53</u></b>

<b>Check Number</b>	<b>Vendor</b>	<b>Amount</b>
14339	ASSOCIATED STAFFING, INC	\$3,758.69
14340	CRAMER, SUSANNE	\$94.32
14341	EDGEWATER INSURANCE + REAL ESTATE	\$3,700.00
14342	KSB SCHOOL LAW	\$652.50
14343	LENIHAN, MARK	\$91.70
14344	APPLE INC.	\$4,122.00
14345	ASSOCIATED STAFFING, INC	\$1,817.13
14346	BENCHMARK EDUCATION	\$1,303.50
14347	CITY OF COLUMBUS WATER & SANITATION DEPA	\$5,415.67
14348	CITY OF COLUMBUS WATER & SANITATION DEPA	\$47.02
14349	COLUMBUS COMMUNITY HOSPITAL	\$540.00
14350	COLUMBUS SCHOOL LUNCH FUND-CHS	\$350.00
14351	FIRST NATIONAL BANK OMAHA	\$468.00
14352	JACKSON SERVICES INC.	\$178.57
14353	LINCOLN JOURNAL STAR	\$60.45
14354	LOUP POWER DISTRICT	\$49,829.70
14355	LOUP POWER DISTRICT	\$203.17
14357	ONE SOURCE	\$78.00
14358	PERRY, GUTHERY, HAASE, & GESSFORD, P.C.	\$1,280.00
14359	POSTMASTER	\$290.00
14360	PRESTO-X-COMPANY	\$19.02
14361	QUALITY SOUND & COMMUNICATIONS INC	\$16.17
14362	SWEET HARVEST POPCORN SHOP	\$18.00
14363	UPS STORE	\$321.46
14364	VAN BUSKIRK, MORGAN	\$68.18
14365	VERIZON WIRELESS	\$402.76
14366	WOODRIVER ENERGY LLC	\$596.26
14367	NEBSPRA	\$70.00
14368	WELLS FARGO EQUIPMENT FINANCE, INC	\$30,004.00
14369	GOPHER	\$64.95
14370	ACE HARDWARE-COLUMBUS	\$17.99
14371	AED ZONE	\$715.00
14372	AHRENS, KYLER	\$66.56
14373	ALLEN, ETHAN	\$158.68
14374	AVILA, SARAH	\$26.20
14375	BATES, LINDSEY	\$253.88
14376	BAUDVILLE	\$323.31
14377	BIG APPLE BAGELS	\$69.98
14378	BLASER, AMY	\$268.82
14379	BOMBERGER, KYLA	\$48.99
14380	BOMGAARS	\$119.39
14381	BOS, JENNY	\$784.06
14382	BULK BOOK STORE (THE)	\$822.50
14383	COFFEY, ALANNAH	\$158.68
14384	COLE, CRYSTAL	\$477.37

Check Number	Vendor	Amount
14385	COLUMBUS ARNOLD MOTOR SUPPLY	\$97.07
14386	COLUMBUS MUSIC	\$73.50
14387	COLUMBUS SCHOOL LUNCH FUND-CHS	\$250.00
14388	COMMONWEALTH COMMUNICATIONS	\$1,950.00
14389	DONOGHUE, TRACY	\$380.83
14390	EAKES OFFICE SOLUTIONS	\$5.97
14391	FAS-BREAK	\$120.00
14392	FREEMAN, TYLER	\$196.01
14393	GALLEY, SHANNON	\$156.81
14394	GAVER, ALLY	\$94.50
14395	GRAFE, TARA	\$253.89
14396	GREAT PLAINS BUILDING SUPPLY CO.	\$23.78
14397	HADAWAY, KIERSTEN	\$66.56
14398	HOLLIS, EMILY	\$253.88
14399	HOUGHTON MIFFLIN HARCOURT	\$5,390.27
14400	HUMANWARE	\$865.00
14401	INNESS, SARAH	\$182.94
14402	JARESKE, KELSEY	\$222.15
14403	JEFFRYES, WESTON	\$116.57
14404	KOHL, CHELSEY	\$222.15
14405	LAPOINTE, KENDRA	\$222.15
14406	LOVELESS, STACY	\$253.88
14407	MADDEN THERAPY LLC	\$2,139.50
14408	MENARDS-COL	\$134.24
14409	MOSER, ELIJAH	\$34.94
14410	MUCHMORE, KELLY	\$522.70
14411	MUELLER, PAM	\$158.68
14412	MURPHY-1099, DAWN	\$876.00
14413	OMAHA MUSIC THERAPY LLC	\$3,081.60
14414	PATEL, DEVAM LAVKESH	\$51.20
14415	PRINTCO GRAPHICS, INC	\$2,958.69
14416	RETZLAFF, JESSICA	\$253.88
14417	RIEDMILLER, RACHELLE	\$60.26
14418	RIVERSIDE PORTABLES, LLC	\$315.00
14419	ROBINSON, MEGAN	\$104.80
14420	SOTO, REYNA	\$55.02
14421	STAROSCIK, KRISTINE	\$253.88
14422	STEMPEK, SHELLEY	\$35.62
14423	TAYLOR, BROOKE	\$280.02
14424	TCI	\$13,601.00
14425	TEACHER DIRECT	\$183.12
14426	TEXTBOOK WAREHOUSE	\$1,612.50
14427	THE HOME DEPOT PRO	\$176.15
14428	TIRE OUTLET INC	\$811.00
14429	TWOREK, DANIEL	\$253.88

<b>Check Number</b>	<b>Vendor</b>	<b>Amount</b>
14430	WEMHOFF, ASHLEY	\$588.04
14431	WRIGHT, ABBEY	\$253.88
14432	AMAZON CAPITAL SERVICES	\$5,107.48
14433	CAPITAL ONE/WALMART	\$173.00
14434	HY-VEE FOOD STORES	\$28.11
14435	SUPER SAVER	\$946.55
14436	AGIREPAIR, INC	\$89.00
14437	ASSOCIATED STAFFING, INC	\$3,836.49
14438	BSN SPORTS	\$174.58
14439	CITY OF COLUMBUS-TRANSFER STATION	\$513.21
14440	COLUMBUS SCHOOL LUNCH FUND-CHS	\$987.17
14441	CULLIGAN	\$14.25
14442	HAMPTON INN-KEARNEY	\$1,679.30
14443	LOUP POWER DISTRICT	\$168.99
14444	MENARDS-COL	\$423.34
14445	PINNACLE BANK OMAHA	\$165.00
14446	PRESENCELEARNING INC	\$30,337.84
14447	SERVICEMASTER BY SHEVLIN	\$37,533.00
14448	WELLS, CAROL	\$57.33
14449	WILSON, KIMBERLY	\$26.46
14450	WOODCOCK, DONNA	\$53.96
14451	WOODRIVER ENERGY LLC	\$37,216.28
<b>Total Fund Expenditures</b>		<b><u><u>\$266,138.79</u></u></b>



# COLUMBUS PUBLIC SCHOOLS

## Certified Employee Hiring Recommendation

To: Board of Education, Dr. Loeffelholz, and Mr. Kay

From: \_\_\_\_\_

Date: \_\_\_\_\_

I am recommending \_\_\_\_\_ as a new certified employee hire for the \_\_\_\_\_ school year.

The anticipated position is \_\_\_\_\_.

We received \_\_\_\_\_ applicants and interviewed \_\_\_\_\_ for the open position.

### Bio:

Highest Degree \_\_\_\_\_ Credits Beyond \_\_\_\_\_

College/University: \_\_\_\_\_ Degree Earned \_\_\_\_\_

\_\_\_\_\_ Degree Earned \_\_\_\_\_

\_\_\_\_\_ Degree Earned \_\_\_\_\_

### Educational Work Experience:

Total Years of Prior Educational Work Experience: \_\_\_\_\_

School: \_\_\_\_\_ Position: \_\_\_\_\_ Years: \_\_\_\_\_

School: \_\_\_\_\_ Position: \_\_\_\_\_ Years: \_\_\_\_\_

School: \_\_\_\_\_ Position: \_\_\_\_\_ Years: \_\_\_\_\_

School: \_\_\_\_\_ Position: \_\_\_\_\_ Years: \_\_\_\_\_

### Related/Other Background/Hiring Information:

***“Engaging All Learners to Achieve Success”***

2508 27th Street | Columbus, Nebraska, 68601 | Ph: 402.563.7000 | Fx: 402.563.7005

[ColumbusPublicSchools.org](http://ColumbusPublicSchools.org)



# Columbus Public Schools

2508 27th Street, Columbus NE 68601 402.563.7000

The Administration has hired the following Classified employees:

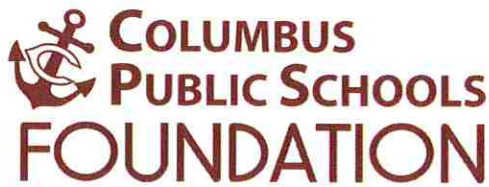
NAME	TITLE	LOCATION	HIRE DATE
Eric Hatfield	Bus Mechanic (part-time for now)	Maint & Transp	3/20/2023 (from ASI to CPS)
Maria Romo-Martinez	Para Preschool & ASP Lead Staff	West Park	4/11/2023 (from ASI to CPS)
Joshua Snipes	Custodian	High School	4/18/2023
Luis De La Cruz Zacarias	Night Custodian	High School	4/17/2023
Tammy Sliva	Para Altern Educ & ASP Lead Staff	Pathways & Middle School	8/14/2023
Anna Wichman	Para Sped	West Park	TBD
Martha Rubio	Para Sped Non-Public & ASP Lead Staff	Student Ctr & Centennial	4/12/2023

The Administration has accepted the following Classified resignations/retirements:

NAME	TITLE	LOCATION	TERM DATE
Jennifer Olson	Para Sped Non-Public	Student Ctr	Drop to sub only 4/4/2023
Susan Smith	Para Sped Non-Public	Student Ctr	4/5/2023
Kiara Hinkle	ASP Support Staff	North Park	3/20/2023 (last day was 3/3/2023)
Shelby Johnson	Night Custodian	Middle School	3/28/2023
Shelby Engel	Para Preschool	West Park	3/31/2023
Jennifer Sylvester	Guidance Secretary	High School	4/14/2023
Janey Jarecki	Para Sped High Needs	Lost Creek	5/19/2023

Last Update 4/13/2023





2508 27th Street, P.O. Box 947, Columbus, NE 68602-0947 Phone: 402-563-7000, Ext. 13033 Fax: 402-563-7005

April 3, 2023

Doug Willoughby  
Board of Education  
Columbus Public Schools

Dear President Willoughby and Members of the Board:

The Foundation contributed the following items to Columbus Public Schools during the month of March. On behalf of the Board of Directors for the CPS Foundation and the officers of the thirteen umbrella organizations, we respectfully submit these items to the Board of Education for acceptance.

**Foundation**

\$5,961.34 - Alumni Newsletter & Postage

\$1,059.00 - College/Career Day

\$29.70 - Comfort Closet

\$1,145.15 - Nebraska A Cappella Championship

\$654.00 - STS Dual Credit Scholarships

\$1,000.00 - Vote Yes for CPS

\$50.00 - CHS Theater

\$6,253.82 - Columbus After School Program

\$2,115.00 - Dual Credit Scholarship

\$5.00 - Stem on the Go

\$7,965.04 - C4K Grant Supplies & Early Childhood Development Supplies

\$3,000.00 - Strategic Planning

**Band Boosters**

\$1,192.13 - HWAA Concession Stand Supplies

**Centennial PAC**

\$745.00 - Wildlife Encounters

\$343.28 - Funday Sundae Assembly Supplies

\$31.74 - Staff Popcorn

**Post Prom**

\$3,150.00 - Prizes

\$777.00 - Inflatables

**CMS PAC**

\$614.01 - Parent Teacher Conference Meal

**Emerson PTO**

\$108.85 - Movie Night Supplies

\$217.17 - Parent Teacher Conference Meals

\$315.14 - Scholastic Books

\$26.00 - Printing

\$83.31 - Read Across America Snacks

**North Park PTO**

\$50.53 - Teacher Appreciation Prizes

\$25.43 - AR Bowling Fuel

\$60.98 - Bingo

\$200.00 - End of Year DJ

**Sports Boosters**

\$420.00 - State Meals

\$60.25 - Senior Flowers

**West Park PTO**

\$9.65 - Fundraiser Postage

\$55.14 - Dr. Seuss Week Snacks

\$363.66 - Book Bingo Food and Printing

**Alumni Volleyball**

\$380.00 - T-Shirts

\$497.04 - Food

The total contributions for the month of March was **\$38,964.36**

The total contributions for the FY 2023 total is **\$118,668.29**

*\*CPS Foundation's fiscal year is January 1 through December 31.*

Thank you for your consideration.

Sincerely,

Nicole Anderson

Director of Marketing & Foundation

## MEDIA CENTERS

The school district shall maintain a media center at each campus for use by students and employees during the school day to expand the opportunity for learning, contribute to literacy, support the local curriculum, and enhance and enrich learning experiences for all students.

Materials for the centers will be acquired according to Board Policy 606.01, "Instructional Materials Selection" and will meet the minimum requirements of the Nebraska Department of Education.

It shall be the responsibility of the principal of the building in which the media center is located to oversee the use of materials in the media center.

It shall be the responsibility of the superintendent to develop procedures for the selection and replacement of both library and instructional materials, for the acceptance of gifts, for the removal of obsolete library and instructional materials, and for the handling of challenges to library materials.

Legal Reference: NDE Rule 10.004.04

Cross Reference: 603 Curriculum Development

Policy  
Adopted: 12/11/06

COLUMBUS PUBLIC SCHOOLS  
Columbus, Nebraska  
Reviewed: 8/10/09

COLUMBUS PUBLIC SCHOOLS  
Columbus, Nebraska

The school district shall maintain a media center at each campus for use by students and employees during the school day to expand the opportunity for learning, contribute to literacy, support the local curriculum, and enhance and enrich learning experiences for all students.

The Columbus Public Schools Board of Education authorizes the Superintendent to establish procedures to provide school media centers all library materials, supplies and equipment for implementing the requirements set forth by the Nebraska Department of Education. ~~Materials for the centers will be acquired by the school district media specialist according to the Board Policy 606.01, "Instructional Materials Selection" and will meet the minimum requirements of the Nebraska Department of Education.~~

Columbus Public Schools and their personnel will support the Curriculum and Instruction program by providing classroom and school library materials which meet the following expectations: ~~Media Specialists will select materials which~~

- support the educational philosophy, goals and objectives of the school district;
- consider the needs and age of students being served;
- are within the school district's budget;
- are representative of the many careers, lifestyles, religious, ethnic, and cultural groups and their contribution to our American heritage;
- foster respect and appreciation for cultural diversity and difference of opinion;
- stimulate growth in ~~factual~~ knowledge, literary appreciation, aesthetic values and ethical standards;
- encourage students to become decision-makers, to exercise freedom of thought and to make independent judgment through the examination and evaluation of relevant information, evidence and differing viewpoints;
- increase an awareness of the rights, duties, and responsibilities of each member of a multicultural society.
- Foster enjoyment and appreciation for reading to develop lifelong readers and learners.

It shall be the responsibility of the superintendent's designee (building principal) ~~of the building in which the media center is located~~ to approve and oversee the purchase and use of materials in the media center.

It shall be the responsibility of the ~~district media specialist team with the approval of the principals and superintendent to develop and adhere to~~ Superintendent to establish procedures on the selection and replacement of both library and instructional materials, for the acceptance of gifts, for the removal of obsolete library and instructional materials, and for the handling of challenges to the library materials. Classroom and school library materials will be made available upon request to the extent resources permit.

Legal Reference: NDE Rule 10.004.04

Cross Reference: 603 Curriculum Development

Columbus Public Schools Elementary EL Programming  
March 20, 2023

**Research**

- Reached out to Fremont, Schuyler, Lexington, Grand Island, Crete, Ralston, South Sioux to compare Elementary EL Programming
- Studied EL Proficiency data of the schools on NEP to determine growth and achievement
- Identified ELD only resources for Newcomer language acquisition skills
- Met with the elementary principals to discuss importance of EL teacher schedule and proposed changes
- Met with elementary EL teachers to share proposed schedule change and ELD resources

**Elementary EL Numbers as of 2/17/23**

<b>Grades K-4</b>	<b>Newcomer</b>	<b>Emerging</b>	<b>Progressing</b>	<b>Total</b>
Centennial	12	24	82	118
Emerson	14	14	56	84
Lost Creek	3	15	41	59
North Park	5	16	79	100
West Park	5	20	33	58
District Totals	39	89	291	419

**Current Elementary EL Programming**

- Elementary EL teachers spend the majority of their time working with Newcomer and Emerging EL students
  - Newcomer students are defined as students new to the United States and in their first year attending a US school

**2023-24 Elementary EL Programming**

- Newcomer students in grades 1-4 will receive 30 minutes of “pull out” support a day until they have finished the full cycle of curriculum
- Emerging and Progressing EL students will receive “push in” core curriculum vocabulary support each day

**Proposed Newcomer ELD Resources & Emerging/Progressing Vocabulary Books**

- Kindergarten
  - 1) Capstone Oral Language Books using the pages that align to the current kindergarten Social Studies, Science, and Math Curriculums
- Grades 1 & 2 - Pullout for 30 minutes a day for 18 weeks
  - 1) Capstone Wonder Words - Curriculum supports basic English language skills

- 2) Embed CPS Specific Vocabulary support to help students gain classroom and school language acquisition skills
- Grades 3 & 4 - Pullout for 30 minutes a day for 18 weeks
  - 1) Benchmark Hello - Curriculum supports basic English language skills and geared towards older elementary EL students
  - 2) Embed CPS Specific Vocabulary support to help students gain classroom, school, and Columbus, Nebraska language acquisition skills
- Grades 1-4 Emerging and Progressing EL Students - Receive “push in” core curriculum vocabulary support each day
  - 1) Vocabulary Notebook

Grade	Resource	Cost
K	Capstone Oral Language Big Books	\$4581.76
1 & 2	Capstone Wonder Words Curriculum (Unlimited Years - Blackline Masters)	\$13816.00
3 & 4	Benchmark Hello Curriculum (6 Years - Consumables)	\$10,098.00
1-4	Vocabulary Notebooks	\$502.08
Total Cost (Price includes S/H)		<b>\$28997.84</b>



# CIA Department Updates

April 17, 2023

## **K-4 ELA Pilot**

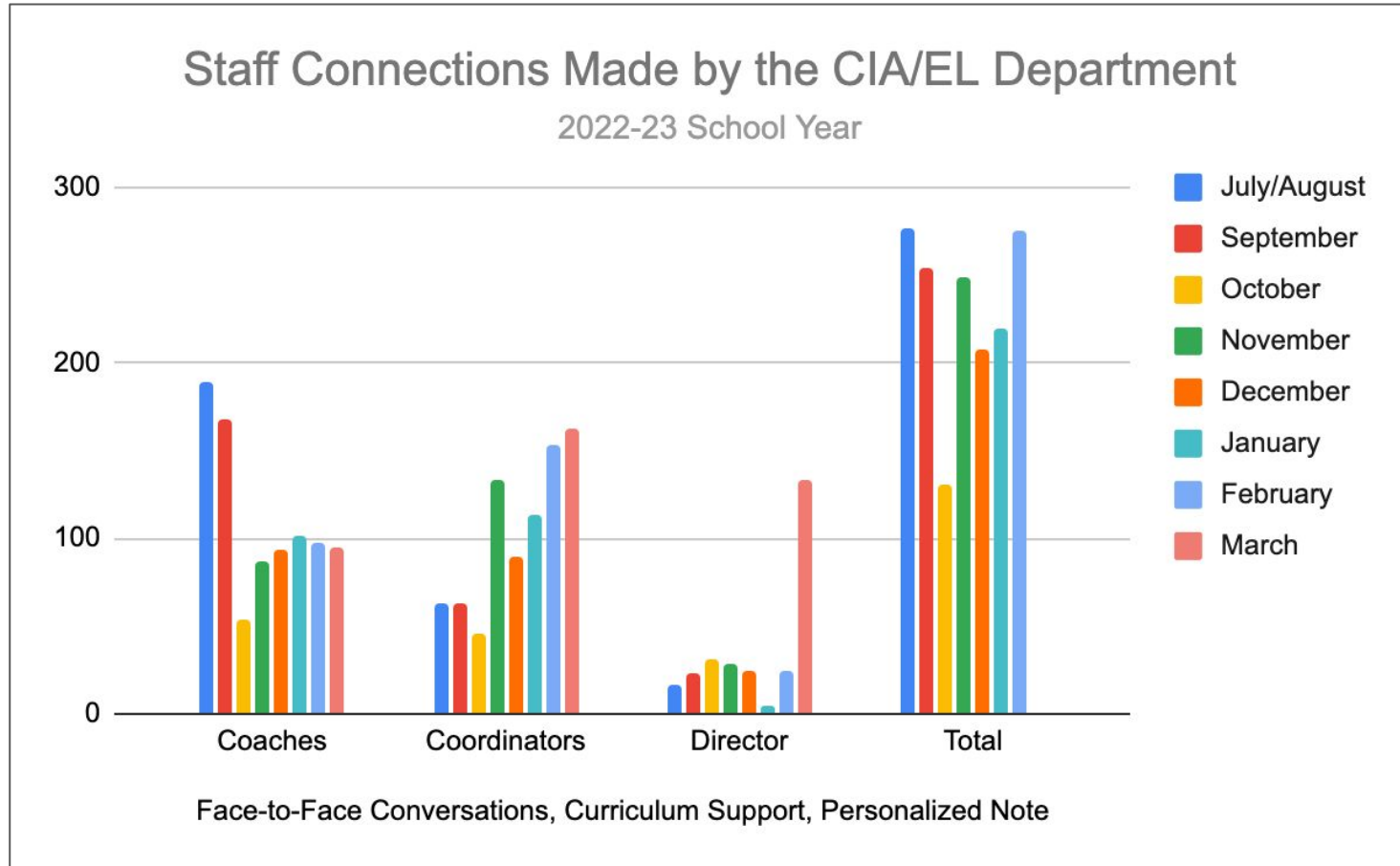
- Piloting ARC 4th quarter
- Will pilot 2nd resource during quarter 1, so will 5th grade ELA

## **Summative Spring Testing**

- K-2 - MAP Growth (May 1st - May 12th)
- 3-8 - NSCAS Growth (April 3rd - May 2nd)
- 9-10 - PreACT (April 5th & 6th)
- 11th - NSCAS ACT(April 4th)



# CIA Department Staff Connections



High Quality Instructional Materials

April 17, 2023

**STEM Pathway**

<b>Course</b>	<b>25 Student Texts 6 year student licenses &amp; teacher license</b>	<b>Price</b>
Manufacturing Welding	Welding Print Reading by G-W Publishing 8th Edition 2024	\$3037.50
Manufacturing Processes	Machining Fundamentals by G- W Publishing 2023	\$4500.00
Shipping & Handling		\$167.87
<b>Total Cost</b>		<b>\$7705.37</b>

**Culinary Arts & Event Planning Pathway**

<b>Course</b>	<b>30 Student Texts 1 year teacher license</b>	<b>Price</b>
Fundamentals of Culinary Essentials & Nutrition	Introduction to Culinary Arts 4th Edition 2020 by Pearson	\$2509.68
Culinary Skills I	On Cooking 6th Edition 2019 by Pearson	\$2769.69
Culinary Skills II	On Baking 4th Edition 2020 by Pearson	\$2749.70
Shipping & Handling		\$632.73
<b>Total Cost</b>		<b>\$8661.80</b>

**Early Childhood Education Pathway**

<b>Course</b>	<b>30 Student Texts 6-year student licenses and teacher license</b>	<b>Price</b>
Child Development	Child Development Early Stages Through Adolescence copyright 2024 GW Publishers	\$4927.50 S/H \$147.65
<b>Course</b>	<b>30 Student Texts and 1-year teacher license</b>	<b>Price</b>
Human Growth & Development	Child Development & Education 7th Edition 2020 by Pearson	\$2249.70 S/H \$179.98
<b>Total Cost</b>		<b>\$7504.83</b>

**CMS 6-8 ELA Resource**

<b>Course</b>	<b>7 Year Contract</b>	<b>Price</b>
6th ELA	Into Literature by HMH •Consumable Workbook •Consumable Grammar Workbook •Digital Student Licenses •Teacher Edition •Teacher Digital Licenses	\$81,195.75
7th ELA		\$65,034.00
8th ELA		\$83,445.75
6-8 Writeable	Skills Ladder Writing Assignments, Student Edition Assignments, Feedback in real-time	\$50,895.00
6-8 Waggle	Tier II - Differentiated and adaptive, personalized practice and instruction that builds foundations and accelerates skills growth.	\$87,360.00
4 Professional Development Sessions •1 in person and 3 virtual		\$3780.00
Shipping & Handling		\$28,982.07
<b>Total Cost</b>		<b>\$400,692.57</b>

Novels still need to be selected and then approved by the BOE.



Columbus Public Schools

Date:

### School Fundraising Application

Please submit this application to the building principal **at least two weeks in advance** of the proposed date of your money-raising project. Please read the eight guides on page two. They will help you in answering the questions below.

School: Lost Creek

Name: Chelsea Konwinski & Emily Williams

**Fund Raising Company (if applicable):**

*(School/Group Name), submits the following plans for its money-earning project, and requests permission to carry them out.*

What is your school/group's money-earning plan? Change Drive ~~address~~ for 4 days

Approximately how much does your school/group expect to earn from this project? \$500

How will this money be used? Donated to Paws & Claws

What are the proposed dates? April 11-14, 2023

Is this a recurring activity?  Yes  No  
(If you selected yes, please specify the dates on which the activity will occur during the next twelve months.)

Are you selling tickets or a product?  Tickets  Product  Neither  
(If you selected product, please specify the product that you are selling.)

Will members be identified by t-shirts, etc. while carrying out this project?  Yes  No

Have you checked with other schools to avoid any overlapping while working?  Yes  No

Is your product/service in direct conflict with that offered by local merchants?  Yes  No

Are any contracts to be signed?  Yes  No If yes, by whom?

Has your school/group devised a budget plan to expend earnings?  Yes  No

Does the building principal give full approval for this plan?  Yes  No

Principal's Signature [Signature]

Date 3-22-23

*(for district use only)*

Approved by [Signature]

Date

Approved subject to the following conditions

To: Board of Education  
From: Leonard Kwapnioski  
CC: Dr. Loeffelholz, Dr. Kay  
Date: April 14, 2023  
Re: ServiceMaster 2023-24

It is my recommendation that CPS continue the yearly contract with ServiceMaster by Shevlin for the 2023-2024 school year in the amount of \$571513.00 Our contract with them for the 2022-23 contract was in the amount of \$418,550. Yes, this is a large increase but with the addition of the Kramer Education Center, 2nd Floor at HS and labor/supply cost increases, I feel what we are adding for services is inline with our current costs.

I have attached a Pricing analysis sheet for you to look over and ask any questions you may have. With the Kramer Education Center being new, we will be evaluating monthly the cleaning tasks done by both CPS staff and Servicemaster to see if any adjustments are needed.

I can discuss more on Monday if needed, but wanted to get some info to you before that. If you have any questions, please let me know.

Thanks

Leonard

April 10, 2023

## Pricing Analysis

Columbus Public Schools  
Leonard Kwapnioski

Item	8/31/24 Price
Annual custodial at Elementary Schools	\$244,708.00
Annual custodial at CMS (includes 100 hours event clean up)	\$110,882.00
Annual custodial at CHS	\$76,406.00
Annual custodial at Pre-School Center	\$66,273.00
Annual custodial at Day Care Center (Includes 50 hours deep cleaning)	\$35,100.00
Custodial services at the Administration Building Monday through Friday according to task schedule.	\$14,502.00
Custodial services at the Pathways Building Tuesdays and Fridays according to task schedule.	\$5,200.00
Custodial services at the Kramer Center Admin Areas according to task schedule.	\$18,442.00
<b>Total:</b>	<b>\$571,513.00</b>

### Summer Services Budgets 1494 Total Hours

CHS 90 hours  
CMS 259 hours  
Pre-School 230  
Elementary Schools 915 hours:  
Centennial 300  
North Park 129  
Lost Creek 234  
West Park 105  
Emerson 147

# TASK SCHEDULE

## Areas to be Serviced:

Classrooms, Corridors, Entries,  
Offices, Restrooms, Conference Room

## CPS Preschool/Kramer Center Office Areas

Contact: Leonard Kwapnioski

## Class Rooms, Teacher Offices, Reception Area, Nurses Area:

### Daily:

1. Spot clean glass.
2. Vacuum all carpeted and hard surface flooring.
3. Spot mop all hard surface flooring.
4. Empty and spot clean trash cans.
5. Clean all exposed working surfaces.
6. Clean and polish sinks.
7. Refill dispensers to normal limits.
8. Clean whiteboards if indicated to do so.

### Weekly:

1. Clean and sanitize all working and high touch surfaces.
2. High and low dust all horizontal surfaces.
3. Thoroughly mop all hard surface floors.

## Wash Rooms:

### Daily:

1. Clean, sanitize and polish all flushables and sinks.
2. Empty and spot clean trash cans.
3. Refill all dispensers to normal limits.
4. Clean all glass and mirrors.
5. Spot clean all walls, doors and partitions.
6. Vacuum and mop floors.
7. Dust all horizontal surfaces, including shelves, moldings and ledges.

## Entries & Corridors:

### Daily:

1. Spot clean all glass.
2. Vacuum /dust mop all hard surface flooring.
3. Vacuum all carpeted floors.
4. Empty and spot clean trash cans.
5. Clean and polish drinking fountains.

### Weekly:

1. High and low dust all horizontal surfaces.

## **Conference Room:**

### **Daily:**

1. Empty and spot clean trash cans.
2. Refill dispensers to normal limits.
3. Clean all Exposed working surfaces.
4. Vacuum all hard surface and carpeted flooring.
5. Mop hard surface flooring as needed.

## **Administration Offices:**

### **Daily:**

1. Spot clean glass.
2. Vacuum all carpeted and hard surface flooring.
3. Empty and spot clean trash cans.
4. Clean all exposed working surfaces.

### **Weekly:**

1. High and low dust all horizontal surfaces.

## **General:**

### **Daily:**

1. Notify building contact of any irregularities (i.e. defective plumbing, unlocked doors, inventory requirements, restroom supplies, etc.).
2. Turn off all lights except those specified to be left on.
3. Lock all doors.

# TASK SCHEDULE

## Areas to be Serviced:

Daycare Rooms, Corridors, Entries,  
Offices, Restrooms

**CPS Daycare**

Contact: Leonard

## Daycare Rooms & Teacher Offices:

### Daily:

1. Spot clean glass.
2. Vacuum all carpeted and hard surface flooring.
3. Spot mop all hard surface flooring.
4. Empty and spot clean trash cans.
5. Clean all exposed desks and countertops.
6. Clean and polish sinks.
7. Refill dispensers to normal limits.

### Weekly:

1. Clean and sanitize all working and high touch surfaces.
2. High and low dust all horizontal surfaces.
3. Thoroughly mop all hard surface floors.

## Wash Rooms:

### Daily:

1. Clean, sanitize and polish all flushables and sinks.
2. Empty and spot clean trash cans.
3. Refill all dispensers to normal limits.
4. Clean all glass and mirrors.
5. Spot clean all walls, doors and partitions.
6. Vacuum and mop floors.
7. Dust all horizontal surfaces, including shelves, moldings and ledges.

## Entries & Corridors:

### Daily:

1. Spot clean all glass.
2. Vacuum /dust mop all hard surface flooring.
3. Vacuum all carpeted floors.
4. Empty and spot clean trash cans.
5. Clean and polish drinking fountains.

### Weekly:

1. High and low dust all horizontal surfaces.

## **General:**

### **Daily:**

1. Notify building contact of any irregularities (i.e. defective plumbing, unlocked doors, inventory requirements, restroom supplies, etc.).
2. Turn off all lights except those specified to be left on.
3. Lock all doors.
4. Daily cleaning / sanitizing of cribs, changing tables, toys, etc. is the responsibility of CPS Daycare Staff.



CPS Staff  
 Preschool-SM  
 Daycare-SM  
 Admin-SM  
 LST  
 SM-ServiceMaster

To: Dr. Troy Loefelholz and the Board of Education  
From: Jason Harris  
Date: March 2023  
Re: Special Education Policies and Procedures

I am recommending the board approve the following special education policy to replace our current special education policy 604.02.

I am recommending the board approve the attached special education procedures that will become an exhibit in our policy manual.

I am recommending the board eliminate the following policies from our policy manual under the recommendation of our attorney, KSB Law Firm

- 402.01 Full Educational Opportunity Goal
- 612.01 Free Appropriate Public Education
- 612.03 Childfind
- 612.04 Evaluation Procedures
- 612.05 Individualized Education Program and Family Service Plan
- 612.06 Transition of Children from Part C to Preschool Programs
- 612.07 Participation in State and District Wide Assessments
- 612.08 Least Restrictive Environment
- 612.09 Children in Nonpublic Schools
- 612.10 Procedural Safeguards
- 612.11 Transportation
- 612.12 Personnel Qualification
- 612.13 Confidentiality of Personally Identifiable Information
- 612.14 Suspension and Expulsion Rates
- 612.15 Access to Instructional Materials
- 612.16 Over-Identification and Disproportionality
- 612.17 Prohibition on Mandatory Medication
- 801.02 Special Education Transportation

## SPECIAL EDUCATION

The Board recognizes some students have different educational needs than other students. The Board shall provide an appropriate education program and related services to students identified in need of special education. The special education services will be provided from birth until the appropriate education is completed, age twenty-one or to maximum age allowable in accordance with the law. Students requiring special education shall attend regular education classes, participate in extracurricular activities and receive services in a regular education setting to the maximum extent possible. The appropriate education for each student shall be written in the student's Individualized Education Program (IEP).

Special education students shall be required to meet the requirements stated in board policy or in their IEPs for graduation. It shall be the responsibility of the superintendent to provide or make provisions for appropriate special education and related services.

Children from birth through age 5 meeting the identification and verification procedures shall be provided special education services within the public education system. The school district shall work in conjunction with the appropriate education agencies to provide services, at the earliest appropriate time, to children with disabilities. This shall be done to ensure a smooth transition of children entitled to early childhood special education services.

Legal Reference: 20 U.S.C. §§1400 et seq. (1994).  
34 C.F.R. Pt. 300 et seq. (1996).  
Neb. Statute 79-1110 et seq.

Cross Reference: 505 Student Discipline  
507 Student Records  
508.02 Administration of Medication to Students  
508.08 Student Special Health Services  
602.01 School Calendar  
604 Instructional Curriculum  
611.07 Graduation Requirements

Policy  
Adopted: 12/11/06

COLUMBUS PUBLIC SCHOOLS  
Columbus, Nebraska  
Reviewed: 8/10/09

### **Special Education**

All children with verified disabilities who are eligible for special education services are entitled to a free appropriate public education and an equal opportunity for education according to their needs. The district will follow state and federal law as well as the rules and protocols created by the Nebraska Department of Education and the United States Department of Education in identifying, evaluating, verifying and serving students who may be entitled to rehabilitation or special education services.

The school district shall provide special education and rehabilitative services only to children with verified disabilities and qualifying conditions.

Adopted on: \_\_\_\_\_  
Revised on: \_\_\_\_\_  
Reviewed on: \_\_\_\_\_

# Special Education Procedures

## **Special Education Procedures**

The following procedures describe the steps that the school district will generally follow in implementing certain portions of the Individuals with Disabilities in Education Act and Rules 51 and 52 of the Nebraska Department of Education (NDE). If any procedure described herein conflicts with or is inconsistent with state or federal laws or regulations, the law or regulation will control. Nothing in the following procedures creates any enforceable right, educational entitlement or procedural protection that is separate from or in addition to the rights provided by state and federal law and regulation.

### **Free Appropriate Public Education (FAPE)** (Rule 51 § 004.01; 34 § CFR 300.101)

Except as otherwise provided by law, the school district will ensure that all children with verified disabilities, from birth through the school year in which the child reaches age twenty-one, including children who have been suspended or expelled from school, have available to them a FAPE, which includes special education and related services to meet their unique needs and the availability of FAPE for resident children in detention facilities, correctional facilities, jails, and prisons.

The school district will ensure that FAPE is available to any individual child with a disability who needs special education and related services, even though the child has not failed or been retained in a course or grade and is advancing from grade to grade.

### **Full Education Opportunity Goal and Program Options** (Rule 51 § 004.11A; 34 CFR § 300.109)

The school district provides full educational opportunities to all children with disabilities aged birth to 21. The school district does this, in part, by:

- Offering and providing a free appropriate public education (FAPE), including special education and related services, and complying with all state and federal special education laws and regulations;
- Making available to children with disabilities a variety of educational programs and services that are available to nondisabled children including, but not necessarily limited to, art, music, industrial arts, consumer and homemaking education, and vocational education
- Working collaboratively with parents, teachers, guidance counselors, other school staff members, community agencies, educational service units, and other school districts to review

and/or offer appropriate course offerings and other educational opportunities;

- Providing supplementary aids, services, and other effective supports determined appropriate and necessary by the child's IEP Team, to ensure that students have an equal opportunity to participate in academic, nonacademic, and extracurricular services and activities;
- Collecting and examining data; and
- Staff development activities

The timetable for accomplishing this goal is immediate and ongoing. The school district accomplishes this goal by taking the above steps on a regular, scheduled, and ongoing basis as well as on an unplanned basis when the need arises for each individual student.

**Child Find Process** (Rule 51 § 006.01A and Rule 52 § 006.01; 34 CFR § 300.111)

To identify, locate and evaluate children residing within the geographic boundaries of the school district who may qualify for special education (including homeless children and wards of the State), the school district will take the following practical steps:

- a) announce in mailings sent to families with school-aged children at least annually that the school district will identify and verify children at no charge for possible disabilities;
- b) include information about the identification and verification of children for possible disabilities at no charge in mailings sent to patrons, homeless shelters, and Health and Human Service offices located in the school district at least annually; and
- c) accept referrals for evaluation directly from parents, school personnel, and other state and regional agencies.

*Student Assistance Teams* (Rule 51 § 006.01B). The school district will use student assistance teams to develop individualized programs of support for students who may be experiencing difficulties in school. The school district will generally work to assist a student through the SAT process prior to evaluating the student for possible verification under Section 504 of the Rehabilitation Act or Rule 51 of the Nebraska Department of Education.

The SAT will be an ad hoc group created around a student, and will generally include building staff with expertise in the specific content area(s) identified as problematic for the student. The SAT may also

involve other interested or relevant staff and may, but is not required to, include the student's parent.

The team will review the strengths and interests that are unique to the student and determine the academic or social challenges the student is facing at school. The team will then develop ideas and strategies that may help the student be more successful in school.

If the SAT determines that appropriate general education interventions have been attempted without success, it will consider evaluating the student for eligibility under Section 504 of the Rehabilitation Act or referring the student to the multidisciplinary team for evaluation pursuant to Rule 51.

*Multidisciplinary Evaluation Team* (Rule 51, § 006.03 and Rule 52 § 006.09). The school district will appoint a Multidisciplinary Evaluation Team (MDT) which will be responsible for making all verification decisions pursuant to the qualification criteria in Rule 51 of the Nebraska Department of Education. The MDT will analyze, assess, and document the needs of each student, and the MDT's compiled information will be used on the Individual Family Service Plan (IFSP) or Individualized Education Plan (IEP) if the MDT determines that the student qualifies for special education.

The MDT will not base a student's verification upon 1) lack of appropriate instruction in reading as contemplated in Section 614(a)(5)(A) of the Individuals with Disabilities Education Act of 2004, 2) lack of instruction in math, or 3) limited English proficiency.

If a nonpublic school student qualifies for the school district's special education program, an administrator or other designated representative of the student's nonpublic school shall be appointed as a member of the student's MDT.

*Referral Procedures for Infants and Toddlers* (Rule 52 § 006.01-006.03). The school district will make a referral for a child under the age of three to the agency responsible for providing services coordination in the Planning Region as soon as possible but in no case later than seven (7) days after becoming aware of the infant's or toddler's potential eligibility for early intervention services. A child under the age of three who is the subject of a substantiated case of child abuse or neglect; or is identified as directly affected by illegal substance abuse or withdrawal symptoms resulting from prenatal drug exposure must be referred to the Early

Intervention Program (the agency responsible for providing services coordination in the Planning Region).

Except as otherwise allowed by law or regulation (see Rule 52 § 006.02B), the school district must complete the screening; complete the initial evaluation and assessments; and participate in the initial individualized family service plan (IFSP) within 45 calendar days from the date of referral.

### **IEP Meetings** (Rule 51 § 007.09A–C, G-H)

Each student's IEP team will meet initially to develop the student's IEP within 30 calendar days of the determination that the student qualifies for special education. Thereafter, each IEP team will meet at least once annually to determine whether the annual goals of the student's IEP are being achieved. The student's IEP team will also ensure that the student's IEP is in effect at the beginning of each school year. The school district will encourage the consolidation of reevaluation meetings with other IEP Team meetings to the extent possible. The school district and parents may agree to meeting participation by video conference, conference call, or other electronic or alternative means.

*Pre-Meeting Procedures.* Staff members may engage in activities such as researching placements and service options, preparing draft IEP documents, writing reports, creating charts, and comparing student makeup of various program settings prior to and in preparation for IEP team meetings. Actual IEP and placement decisions, however, will not be made until concerns and input of parents and other members of the IEP team are received and considered at an IEP meeting. Although staff members may consider possible service and placement options and form opinions about them outside of an IEP meeting, no final decision will be made before full consideration of all data and input from all team members at an IEP team meeting. The school district has no policy of refusing to consider or use any particular service, program, or placement option.

### **Individualized Education Program** (Rule 51 § 007; 34 CFR § 324)

At the beginning of each school year, the school district will have in effect, for each child with a disability within its jurisdiction, an IEP, as defined in 34 CFR § 300.320 that meets the requirements of 34 CFR § 300.323. The IEP shall be developed, reviewed, and revised for each child with a disability as follows.

## Development of the IEP

*General.* In developing each child's IEP, the IEP Team will consider:

- (i) The strengths of the child;
- (ii) The concerns of the parents for enhancing the education of their child;
- (iii) The results of the initial or most recent evaluation of the child; and
- (iv) The academic, developmental, and functional needs of the child.

*Consideration of special factors.* The IEP Team will:

- (i) In the case of a child whose behavior impedes the child's learning or that of others, consider the use of positive behavioral interventions and supports, and other strategies, to address that behavior;
- (ii) In the case of a child with limited English proficiency, consider the language needs of the child as those needs relate to the child's IEP;
- (iii) In the case of a child who is blind or visually impaired, provide for instruction in Braille and the use of Braille unless the IEP Team determines, after an evaluation of the child's reading and writing skills, needs, and appropriate reading and writing media (including an evaluation of the child's future needs for instruction in Braille or the use of Braille), that instruction in Braille or the use of Braille is not appropriate for the child;
- (iv) Consider the communication needs of the child, and in the case of a child who is deaf or hard of hearing, consider the child's language and communication needs, opportunities for direct communications with peers and professional personnel in the child's language and communication mode, academic level, and full range of needs, including opportunities for direct instruction in the child's language and communication mode; and
- (v) Consider whether the child needs assistive technology devices and services.

*Requirement with respect to regular education teacher.* A regular education teacher of a child with a disability, as a member of the IEP Team, must, to the extent appropriate, participate in the development of the IEP of the child, including the determination of:

- (i) Appropriate positive behavioral interventions and supports and other strategies for the child; and

(ii)Supplementary aids and services, program modifications, and support for school personnel consistent with law.

*Agreement.*

(i) In making changes to a child's IEP after the annual IEP Team meeting for a school year, the parent of a child with a disability and the school may agree not to convene an IEP Team meeting for the purposes of making those changes, and instead may develop a written document to amend or modify the child's current IEP.

(ii) If such changes are made to the child's IEP, the school must ensure that the child's IEP Team is informed of those changes.

*Consolidation of IEP Team meetings.* To the extent possible, the school must encourage the consolidation of reevaluation meetings for the child and other IEP Team meetings for the child.

*Amendments.* Changes to the IEP may be made either by the entire IEP Team at an IEP Team meeting, or by *Agreement* as provided above, by amending the IEP rather than by redrafting the entire IEP. Review and revision of IEPs

*General.* The school will ensure that the IEP Team:

(i)Reviews the child's IEP periodically, but not less than annually, to determine whether the annual goals for the child are being achieved; and

(ii) Revises the IEP, as appropriate, to address -

(A) Any lack of expected progress toward the annual goals described in 34 CFR § 300.320(a)(2), and in the general education curriculum, if appropriate;

(B) The results of any reevaluation conducted under 34 CFR § 300.303;

(C) Information about the child provided to, or by, the parents, as described under 34 CFR § 300.305(a)(2);

(D) The child's anticipated needs; or

(E) Other matters.

*Consideration of special factors.* In conducting a review of the child's IEP, the IEP Team must consider the special factors described above.

*Requirement with respect to regular education teacher.* A regular education teacher of the child, as a member of the IEP Team, must, consistent with the requirement above, participate in the review and revision of the IEP of the child.

### Failure to meet transition objectives

*Participating agency failure.* If a participating agency, other than the school, fails to provide the transition services described in the IEP in accordance with 34 § 300.320(b), the school will reconvene the IEP Team to identify alternative strategies to meet the transition objectives for the child set out in the IEP.

### Children with disabilities in adult prisons

*Requirements that do not apply.* The following requirements do not apply to children with disabilities who are convicted as adults under State law and incarcerated in adult prisons:

(i) The requirements contained in section 612(a)(16) of the Act and 34 CFR § 300.320(a)(6) (relating to participation of children with disabilities in general assessments).

(ii) The requirements in 34 CFR § 300.320(b) (relating to transition planning and transition services) do not apply with respect to the children whose eligibility under Part B of the Act will end, because of their age, before they will be eligible to be released from prison based on consideration of their sentence and eligibility for early release.

### *Modifications of IEP or placement.*

(i) Subject to law, the IEP Team of a child with a disability who is convicted as an adult under State law and incarcerated in an adult prison may modify the child's IEP or placement if the State has demonstrated a bona fide security or compelling penological interest that cannot otherwise be accommodated.

(ii) The requirements of 34 CFR §§ 300.320 (relating to IEPs), and 300.114 (relating to LRE), do not apply with respect to the modifications described in paragraph (d)(2)(i) of this section.

### *Contracted Programs (Rule 51 § 013.02).*

The school district shall be responsible for the development and maintenance of the IEP and the participation in all IEP meetings and shall assure that IEP meetings are arranged with the contracted program and the parents. Such arrangements may include meetings with the contracted program, the school district, and the parent. Meetings may occur within the district, at the contracted program site, or another site if more appropriate.

### *IEP Distribution to Parents (Rule 51 § 007.09D, F).*

A copy of the IEP will be provided to the parent at no cost. If the IEP is amended, the parent will be provided with a revised copy of the IEP with the amendments incorporated upon request.

*Distribution of IEP information to staff* (Rule 51 § 007.02C, § 007.02D, and § 007.09E1).

The case manager for each student with an IEP will provide the staff assigned to work with that student with information about the student's disabling conditions, the modifications and accommodations called for in the student's IEP. The case manager will also inform relevant staff of any subsequent changes made to the student's IEP. This information may be provided by: giving staff members a copy of the student's IEP; giving staff members a copy of the accommodations page of the student's IEP; or using any other method reasonably calculated to communicate relevant information to the responsible staff member(s).

**Least Restrictive Environment** (Rule 51 § 008.01A; 34 CFR 314)

The school district will assure that, whenever possible, all students with disabilities are educated in the same manner and in the same environment as students without disabilities by using supplementary aids and services. A student with a disability or disabilities will be removed from the regular educational environment and given special services and classes *only* when the nature of the disability does not allow for the satisfactory education of the student in regular classes.

**Procedural Safeguard Notice** (Rule 51 § 009.06A-D; 34 CFR 504)

A copy of the procedural safeguards will be given by the school district one time per school year. A copy shall also be given to the parent upon: a) initial referral or parental request for evaluation, b) upon request by a parent, c) upon receipt by the school district of the first occurrence of the filing of a complaint under section 009.11 of Rule 51, d) the first occurrence of filing a special education due process case under Rule 55, and e) in accordance with the discipline procedures in section 016 of Rule 51. The notice shall include a full explanation of all procedural safeguards in compliance with section 009.06B of Rule 51. The notice shall be written in English and provided in the native language of the parent as required by sections 009.05C-D of Rule 51.

## **Evaluation Procedures (Rule 51 § 006.02; 34 CFR.304)**

*Notice.* The school will provide notice to the parents of a child with a disability that describes any evaluation procedures the school proposes to conduct.

*Conduct of evaluation.* In conducting the evaluation, the school will:

(1) Use a variety of assessment tools and strategies to gather relevant functional, developmental, and academic information about the child, including information provided by the parent, that may assist in determining:

(i) Whether the child is a child with a disability; and

(ii) The content of the child's IEP, including information related to enabling the child to be involved in and progress in the general education curriculum (or for a preschool child, to participate in appropriate activities);

(2) Not use any single measure or assessment as the sole criterion for determining whether a child is a child with a disability and for determining an appropriate educational program for the child; and

(3) Use technically sound instruments that may assess the relative contribution of cognitive and behavioral factors, in addition to physical or developmental factors.

*Other evaluation procedures.* The school will ensure that:

(1) Assessments and other evaluation materials used to assess a child:

(i) Are selected and administered so as not to be discriminatory on a racial or cultural basis;

(ii) Are provided and administered in the child's native language or other mode of communication and in the form most likely to yield accurate information on what the child knows and can do academically, developmentally, and functionally, unless it is clearly not feasible to so provide or administer;

(iii) Are used for the purposes for which the assessments or measures are valid and reliable;

(iv) Are administered by trained and knowledgeable personnel; and

(v) Are administered in accordance with any instructions provided by the producer of the assessments.

(2) Assessments and other evaluation materials include those tailored to assess specific areas of educational need and not merely those that are designed to provide a single general intelligence quotient.

(3) Assessments are selected and administered so as best to ensure that if an assessment is administered to a child with impaired sensory, manual, or speaking skills, the assessment results accurately reflect the child's aptitude or achievement level or whatever other factors the test purports to measure, rather than reflecting the child's impaired sensory, manual, or speaking skills (unless those skills are the factors that the test purports to measure).

(4) The child is assessed in all areas related to the suspected disability, including, if appropriate, health, vision, hearing, social and emotional status, general intelligence, academic performance, communicative status, and motor abilities;

(5) Assessments of children with disabilities who transfer from one public school to another public school in the same school year are coordinated with those children's prior and subsequent schools, as necessary and as expeditiously as possible, consistent with law, to ensure prompt completion of full evaluations.

(6) In evaluating each child with a disability under 34 CFR §§ 300.304 through 300.306, the evaluation is sufficiently comprehensive to identify all of the child's special education and related services needs, whether or not commonly linked to the disability category in which the child has been classified.

(7) Assessment tools and strategies that provide relevant information that directly assists persons in determining the educational needs of the child are provided.

(8) Evaluations shall also comply with any additional requirements found in Rule 51, including but not limited to those found in section 006.02.

*Review of Existing Evaluation Data* (Rule 51, § 006.06). For initial evaluations and reevaluations, the IEP team and other qualified professionals will review all existing educational assessments as well as parental, classroom and other relevant observations in determining whether:

- a) the student is a student with a disability or continues to be a student with a disability qualifying for special education;
- b) a student with a disability needs or continues to need special education services; and
- c) a student with a disability needs additional or modified special education to meet the goals of the student's IEP or the general goals of the school district's curriculum.

*Independent Education Evaluation* (Rule 51 § 006.07). When a student's parent requests an independent education evaluation, the student's case manager or the district's special education director will respond in writing without unnecessary delay that (1) the school district will initiate a hearing under 92 NAC 55 to show that its evaluation is appropriate OR (2) an independent educational evaluation will be provided at public expense. The written response will (1) include a copy of the board's policy on IEEs and (2) if appropriate, identify at least one qualified individual who meets the policy's criteria within the geographic area.

**Confidentiality of Personally Identifiable Information** (Rule 51 § 009.03; 34 CFR § 300.123, 34 CFR § 300.610-.626)

*Notice to parents.* The school must give notice that is adequate to fully inform parents about the requirements of protecting the confidentiality of any personally identifiable information collected, used, or maintained under Part B of the Act, including:

- (1) A description of the extent that the notice is given in the native languages of the various population groups in the district;
- (2) A description of the children on whom personally identifiable information is maintained, the types of information sought, the methods the district intends to use in gathering the information (including the sources from whom information is gathered), and the uses to be made of the information;
- (3) A summary of the policies and procedures that the school will follow regarding storage, disclosure to third parties, retention, and destruction of personally identifiable information; and
- (4) A description of all of the rights of parents and children regarding this information, including the rights under FERPA and implementing regulations in 34 CFR part 99.

Before any major identification, location, or evaluation activity, the notice must be published or announced in newspapers or other media, or both, with circulation adequate to notify parents throughout the district of the activity.

*Access rights.* The school will permit parents to inspect and review any education records relating to their children that are collected, maintained, or used by the school. The school will comply with a request without unnecessary delay and before any meeting regarding an IEP, or any hearing pursuant to law, or resolution session pursuant

to law, and in no case more than 45 days after the request has been made.

The right to inspect and review education records under this section includes:

- (1) The right to a response from the school to reasonable requests for explanations and interpretations of the records;
- (2) The right to request that the school provide copies of the records containing the information if failure to provide those copies would effectively prevent the parent from exercising the right to inspect and review the records; and
- (3) The right to have a representative of the parent inspect and review the records.

The school may presume that the parent has authority to inspect and review records relating to his or her child unless the school has been advised that the parent does not have the authority under applicable State law governing such matters as guardianship, separation, and divorce.

*Record of access.* The school must keep a record of parties obtaining access to education records collected, maintained, or used under Part B of the Act (except access by parents and authorized employees of the school), including the name of the party, the date access was given, and the purpose for which the party is authorized to use the records.

*Records on more than one child.* If any education record includes information on more than one child, the parents of those children have the right to inspect and review only the information relating to their child or to be informed of that specific information.

*List of types and locations of information.* Each participating school must provide parents on request a list of the types and locations of education records collected, maintained, or used by the school.

*Fees.* The school may charge a fee for copies of records that are made for parents under this part if the fee does not effectively prevent the parents from exercising their right to inspect and review those records. The school may not charge a fee to search for or to retrieve records.

*Amendment of records at parent's request.* A parent who believes that information in the education records collected, maintained, or used under

this part is inaccurate or misleading or violates the privacy or other rights of the child may request the school to amend the information.

The school must decide whether to amend the information in accordance with the request within a reasonable period of time of receipt of the request.

If the school decides to refuse to amend the information in accordance with the request, it must inform the parent of the refusal and advise the parent of the right to a hearing as provided below.

*Opportunity for a hearing.* The school must, on request, provide an opportunity for a hearing to challenge information in education records to ensure that it is not inaccurate, misleading, or otherwise in violation of the privacy or other rights of the child.

*Result of hearing.* If, as a result of the hearing, the school decides that the information is inaccurate, misleading or otherwise in violation of the privacy or other rights of the child, it must amend the information accordingly and so inform the parent in writing.

If, as a result of the hearing, the school decides that the information is not inaccurate, misleading, or otherwise in violation of the privacy or other rights of the child, it must inform the parent of the parent's right to place in the records the school maintains on the child a statement commenting on the information or setting forth any reasons for disagreeing with the decision of the school.

Any explanation placed in the records of the child under this section must:

- (1) Be maintained by the school as part of the records of the child as long as the record or contested portion is maintained by the school; and
- (2) If the records of the child or the contested portion is disclosed by the school to any party, the explanation must also be disclosed to the party.

*Hearing procedures.* A hearing held under this section must be conducted according to the procedures in 34 CFR § 99.22.

*Consent.* Parental consent must be obtained before personally identifiable information is disclosed to parties, other than officials of participating agencies described below, unless the information is contained in education records, and the disclosure is authorized without parental consent under 34 CFR part 99.

(1) Except as provided in paragraphs (2) and (3) of this section, parental consent is not required before personally identifiable information is released to officials of participating agencies for purposes of meeting a requirement of this part.

(2) Parental consent, or the consent of an eligible child who has reached the age of majority under State law, must be obtained before personally identifiable information is released to officials of participating agencies providing or paying for transition services in accordance with § 300.321(b)(3).

(3) If a child is enrolled, or is going to enroll in a private school that is not located in the school district of the parent's residence, parental consent must be obtained before any personally identifiable information about the child is released between officials in the school district where the private school is located and officials in the school district of the parent's residence.

*Safeguards.* The school will protect the confidentiality of personally identifiable information at collection, storage, disclosure, and destruction stages. One official at the school district must assume responsibility for ensuring the confidentiality of any personally identifiable information. All persons collecting or using personally identifiable information must receive training or instruction regarding the school's policies and procedures under 34 § 300.123 and 34 CFR part 99. Each school must maintain, for public inspection, a current listing of the names and positions of those employees within the school who may have access to personally identifiable information.

*Destruction of information.* The school must inform parents when personally identifiable information collected, maintained, or used under this policy is no longer needed to provide educational services to the child. The information must be destroyed at the request of the parents. However, a permanent record of a student's name, address, and phone

number, his or her grades, attendance record, classes attended, grade level completed, and year completed may be maintained without time limitation.

*Children's rights.* The school has policies and procedures regarding the extent to which children are afforded rights of privacy similar to those afforded to parents, taking into consideration the age of the child and type or severity of disability. Under the regulations for FERPA in 34 CFR 99.5(a), the rights of parents regarding education records are transferred to the student at age 18. If the rights accorded to parents under Part B of the Act are transferred to a student who reaches the age of majority, consistent with § 300.520, the rights regarding educational records in §§ 300.613 through 300.624 must also be transferred to the student. However, the public school must provide any notice required under section 615 of the Act to the student and the parents.

*Enforcement.* The school district will follow any policies and procedures the State has in effect, including sanctions that the State uses, to ensure that its policies and procedures consistent with §§ 300.611 through 300.625 are followed and that the requirements of the Act and the stated procedures are met.

**Early Intervention Transition** (Rule 51 § 005.03, Rule 52 § 008; 34 CFR § 300.124)

The school district shall ensure that students participating in early intervention services experience a smooth and effective transition to preschool programs and/or services provided under Part B of IDEA by following the procedures described in 92 NAC 52-008.

**Children Placed In or Referred To a Nonpublic School or Facility by the School District or Approved Cooperative As a Means of Providing Special Education and Related Services** (Rule 51 § 015.01; 34 CFR § 300.129)

A special education student may be placed in a nonpublic school or facility, if the student's IEP team develops an IEP for the child in accordance with Section 007 that places the student in the nonpublic school or facility. If a student's IEP team determines that the student will be placed in a nonpublic school or facility, the school district will ensure

that the student is provided special education and related services in conformance with the provisions of Rule 51 at no cost to the student or parents. The school district will be responsible for initiating and conducting IEP meetings after the student has been placed in the nonpublic school or facility and will insure that both the parents and representatives from the nonpublic school or facility are involved in any decision about the child's IEP and agree to any proposed changes in the IEP before those changes are implemented.

**Children Placed In a Nonpublic School by Parents As a Means of Obtaining Special Education and Related Services; FAPE is At Issue**  
(Rule 51 § 015.02; 34 CFR § 300.129)

The school district will not pay for the cost of education, including special education and related services, of a child with a disability at a nonpublic school or facility if the school made FAPE available to the child and the parents elected to place the child in a nonpublic school or facility as a means of obtaining special education and related services. However, the school district will include that child in the population whose needs are addressed consistent with Rule 51. Disagreements between a parent and the school district regarding the availability of a program appropriate for the child, and the question of financial reimbursement, are subject to the due process procedures of Rule 55 of the Nebraska Department of Education.

**Working with Nonpublic Schools within the Boundaries of the District**  
(Rule 51 § 015.03B and § 015.03D1a; 34 CFR § 300.129)

The school district will provide written information to each non-public school within its geographic boundaries that the public school will identify and verify children for possible disabilities at no charge. This communication will also inform the non-public school officials, staff and parents about the availability of equitable services for students with disabilities who attend non-public schools that are not within the geographic boundaries of the district.

A student who attends a nonpublic school may participate in the school district's special education program to receive FAPE provided that (1) the student has been verified pursuant to Rule 51 and (2) the student is a resident of the school district as defined by NEB REV. STAT. § 79-215. The student's IEP team will determine the physical location where the student will receive services and will consider whether it is necessary for the student to be transported to the service location. A non-resident student who attends a nonpublic school within the geographic boundaries of the

district may receive equitable services if the student has been verified pursuant to Rule 51.

Disagreement between parents and the school district over whether or not the school district has a program available to serve the needs of a special education student, including claims for tuition reimbursement by parents, are subject to the appeal procedures established in Rule 55.

**Personnel Standards** (Rule 51 § 010; 34 CFR § 300.156)

The school district shall ensure that all personnel are appropriately and adequately trained and prepared to provide special education and related services to children with disabilities as required by law including but not limited to Section 2122 of the Elementary and Secondary Education Act of 1965, Rule 51, and IDEA. The school district shall ensure that its recruits, hires, trains, and retains such personnel by doing the following:

- 1) Advertising for only qualified candidates.
- 2) Verifying that all personnel hold the required certificate, license, registration, or other credentials and training during the interview process or prior to employment.
- 3) Verifying that all personnel maintain the required certificate, license, registration, or other credentials and training during employment.
- 4) Providing continuing education opportunities and training programs.
- 5) Evaluating personnel performance for compliance with federal and state law and regulations and school district standards and policies.

**District-Wide Assessments** (Rule 51 § 004.05B, § 004.05C, and § 004.05D; 34 CFR § 300.160)

Each student who has been verified under Rule 51 will participate in district-wide assessments in a manner that is appropriate for the student. Each student's IEP team will determine how the student will participate in district-wide assessments. The method of assessment will be recorded on the student's IEP. Alternate assessments will be administered at the same time that state and district-wide assessments are administered to the student's grade level peers. The school district shall report assessment results to parents, the public, and the Department with the same frequency and in the same detail as they report on the assessment of nondisabled children and/or as required by Rule 51.

**Suspension and Expulsion Reporting** (Rule 51 § 004.06E; 34 CFR § 300.170)

The school district shall report the incidences, duration, and count of removals, suspensions, and expulsions, and other disciplinary information of children receiving special education services required by 92 NAC 004.06E to the State electronically through the NDE website by June 30<sup>th</sup> of each year. The report will be disaggregated by race/ethnicity, gender, LEP status, and disability category. If disciplinary discrepancies are occurring in the rate of long-term suspensions and expulsions of children with disabilities, the school district shall review its policies, procedures, and practices related to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards to ensure that they comply with IDEA.

**Access to Instructional Materials** (Rule 51 § 004.15; 34 CFR § 300.172)

The school district may contract with the National Instructional Materials Access Center (NIMAC) when purchasing print instructional materials and/or assures the Nebraska Department of Education that it will provide such materials to children with blindness or other children with print disabilities at the same time as other children.

**Overidentification and Disproportionality** (34 CFR § 300.173 )

The school district shall take affirmative steps to prevent the inappropriate overidentification or disproportionate representation by race and ethnicity of children as children with disabilities, including children with disabilities with a particular impairment described in 34 C.F.R. §300.8. These steps shall include, but not necessarily be limited to:

- Providing staff with technical assistance, professional development, and other educational opportunities;
- Collecting, examining, and reporting data;
- Monitoring, assessing, and providing continuous improvement activities;
- Reviewing school district policies, procedures, and practices.

The school district shall collect and examine data to determine if significant disproportionality based on race and ethnicity is occurring with respect to:

- The identification of children with disabilities, including the identification of children as children with disabilities in accordance with a particular impairment described in 34 C.F.R. §300.8;
- The placement in particular educational settings of these children; and
- The incidence, duration, and type of disciplinary actions, including suspensions and expulsions.

The school district will review and analyze the data and any other applicable indicators or information that is needed to adequately measure overidentification and disproportionate representation. In the event that the available information demonstrates inappropriate overidentification or disproportionate representation by race and ethnicity of children as children with disabilities, the school district shall correct the matter as soon as practicable, but in no case later than any time period required by law.

#### **Prohibition on Mandatory Medication (34 CFR § 300.174 )**

State and school district personnel shall not require parents to obtain a prescription for substances identified under schedules I, II, III, IV, or V in section 202(c) of the Controlled Substances Act (21 U.S.C. 812(c)) for a child as a condition of attending school, receiving an evaluation under sections 300.300 through 300.311, or receiving services authorized under IDEA.

#### **Transportation (Rule 51 § 014; 34 CFR § 300.34(c)(16))**

The school district shall provide transportation or transportation services to special education students who qualify for it under law as provided in NEB. REV. STAT. 79-1129, Rule 51, and IDEA. This may include paying mileage reimbursement to parents, transporting children with school district vehicles, contracting with a transportation company, or using any other method that is proper and necessary to transport students. Transportation eligibility will be determined by the student's IEP Team. The plan for transportation for the student shall be part of the IEP if required by law.

#### **Written Notice of Change (Rule 51 § 009.05A-D)**

The school district will provide the parents of a student with a disability with prior written notice within a reasonable time before the school district either proposes or refuses to make a change to the student's identification, evaluation, or educational placement, or the provision of a

free appropriate public education. The written notice will comply with sections 009.05B-D of Rule 51 of the Nebraska Department of Education.

### **Informed Parental Consent (Rule 51 § 009.08)**

The school district will obtain informed parental consent before: a) conducting an initial evaluation to determine if a child qualifies as a child with a disability, b) conducting a reevaluation, c) initial placement of a child with disabilities in a program providing special education and related services or early intervention services, d) accessing a child's or parent's public benefits or insurance for the first time (and after providing notification to the child's parents consistent with 92 NAC 51-009.90A2); and e) accessing a child's or parent's private insurance proceeds (each time).

### **Parent Refusal to Consent Under Rule 52 (Rule 52 § 009.02K3)**

If a parent refuses to provide consent under Rule 52, the school district may:

- Hold a meeting with the parent(s) to explain how the parent's failure to consent affects the ability of their child to receive early intervention services;
- Provide the parents with written information regarding early intervention services;
- Provide referrals to other agencies, if appropriate; and
- Take other actions or make such other efforts as the school district deems appropriate.

Nothing in these procedures shall override a parent's right to refuse to consent under section 009.03A of Rule 52.

### **Appointment of Surrogate For Student (Rule 51 § 009.10B)**

The school district shall ensure that the rights of students with disabilities are protected by informing the members of the student's IEP team whenever (1) a parent cannot be identified, (2) a parent(s), legal guardian or individual acting *in loco parentis* for the student cannot be located, (3) the child is an unaccompanied homeless youth, or (4) the child is a ward of the State or court. The team will then hold a meeting to discuss and consider whether the school district must appoint a surrogate to participate on the IEP team and fulfill the role of the student's parent. Surrogate parents shall only be appointed when required or allowed by Rule 51 or IDEA. If the district identifies students who may be in need of a surrogate parent, the district will:

1. Attempt to identify and locate the parent;
2. Investigate the legal status of those student(s); and
3. If after a reasonable effort, the parents cannot be located, the school district shall ensure that the rights of students with disabilities are protected by appointing a surrogate.
4. Surrogates will be provided sufficient training to assure they are knowledgeable as to the legal rights and educational needs of the student they are to represent. Training will be conducted as needed.
5. Surrogates will be appointed by the director of special education following documentation that no conflict of interest exists and completion of appropriate training or assurance that the surrogate is knowledgeable in order to represent the student.
6. Surrogates will be monitored on a regular basis to ensure effective performance. Should a surrogate be unable or unwilling to discharge his or her duties, a new surrogate will be appointed by the director.
7. The surrogate parent shall continue to represent the student until one of the following occurs:
  - a. The student is determined to no longer be eligible for, or in need of, special education or related services except when termination from such programs is being contested;
  - b. The parent, who was previously unknown, or whose whereabouts were previously unknown or a guardian or person acting as the student's parents becomes known; and/or,
  - c. It is determined that the appointed surrogate parent no longer adequately represents the student.
  - d. The surrogate parent's term has expired.

Adopted 2023

# Current Special Education Policies Recommending to Eliminate

## FULL EDUCATIONAL OPPORTUNITY GOAL

The district has a goal of providing full educational opportunity for all children with disabilities and a detailed timetable for accomplishing that goal.

NDE document "Supporting Document to Checklist of Required Special Education Policies, Procedures and practices for Part B of the IDEA" shall serve as an administrative procedure to this policy. The entire document can be found at <http://www.education.ne.gov/sped/regulations.html>.

Policy Adopted: 07/10/06  
Revised: 08/10/09  
Revised: 05/20/13

COLUMBUS PUBLIC SCHOOLS  
Columbus, Nebraska  
Reviewed: 05/20/13

## FREE APPROPRIATE PUBLIC EDUCATION

The district ensures that a free appropriate public education is available to all children with disabilities residing in the district from date of diagnosis through the school year in which the student reaches 21 years of age, including children with disabilities who have been suspended or expelled from school.

NDE document "Supporting Document to Checklist of Required Special Education Policies, Procedures and practices for Part B of the IDEA" shall serve as an administrative procedure to this policy. The entire document can be found at <http://www.education.ne.gov/sped/regulations.html>.

Policy Adopted: 07/10/06

Revised: 08/10/09

Revised: 05/20/13

COLUMBUS PUBLIC SCHOOLS

Columbus, Nebraska

Reviewed: 05/20/13

## CHILDFIND

All children with disabilities residing in the district, including children with disabilities who are homeless children or wards of the state and children with disabilities attending non-public schools, regardless of the severity of their disabilities, and who are in need of special education and related services, are identified, located, and evaluated and a practical method is developed and implemented to determine which children with disabilities are currently receiving needed special education and related services.

NDE document "Supporting Document to Checklist of Required Special Education Policies, Procedures and practices for Part B of the IDEA" shall serve as an administrative procedure to this policy. The entire document can be found at <http://www.education.ne.gov/sped/regulations.html>.

Policy Adopted: 07/10/06

Revised: 8/10/09

Revised: 05/20/13

COLUMBUS PUBLIC SCHOOLS

Columbus, Nebraska

Reviewed: 05/20/13

## EVALUATION PROCEDURES

The district ensures that children with disabilities are evaluated in accordance with 92 NAC 51-006.

Procedures to ensure that testing and evaluation materials and procedures utilized for the purposes of evaluation and placement of children with disabilities will be selected and administered so as not to be racially or culturally discriminatory. Such materials or procedures shall be provided and administered in the child's native language or mode of communication, unless it is clearly not feasible to do so, and no single procedure shall be the sole criterion for determining an appropriate educational program for a child.

NDE document "Supporting Document to Checklist of Required Special Education Policies, Procedures and practices for Part B of the IDEA" shall serve as an administrative procedure to this policy. The entire document can be found at <http://www.education.ne.gov/sped/regulations.html>.

Policy Adopted: 07/10/06

Revised: 08/10/09

Revised: 05/20/13

COLUMBUS PUBLIC SCHOOLS

Columbus, Nebraska

Reviewed: 05/13/13

612.04

## INDIVIDUALIZED EDUCATION PROGRAM AND FAMILY SERVICES PLAN

The district ensures that an Individualized Education Program (IEP), or an Individualized Family Service Plan (IFSP) is developed, reviewed, and revised for each child with a disability in accordance with 92 NAC 51-007.

NDE document "Supporting Document to Checklist of Required Special Education Policies, Procedures and practices for Part B of the IDEA" shall serve as an administrative procedure to this policy. The entire document can be found at <http://www.education.ne.gov/sped/regulations.html>.

Policy Adopted: 07/10/06

Revised: 08/10/09

Revised: 05/20/14

COLUMBUS PUBLIC SCHOOLS

Columbus, Nebraska

Reviewed: 05/20/14

## TRANSITION OF CHILDREN FROM PART C TO PRESCHOOL PROGRAMS

The district ensures that children participating in early intervention programs under Part C of IDEA and who will participate in preschool programs assisted under Part B experience a smooth and effective transition to those preschool programs in a manner consistent with 92 NAC 51-007.16. By the third birthday of such a child, an individualized education program or an individualized family service plan has been developed and is being implemented for the child. The local educational agency will participate in transition planning conferences arranged by the designated lead agency.

NDE document "Supporting Document to Checklist of Required Special Education Policies, Procedures and practices for Part B of the IDEA" shall serve as an administrative procedure to this policy. The entire document can be found at <http://www.education.ne.gov/sped/regulations.html>.

Policy Adopted: 07/10/06

Revised: 09/10/09

Revised: 05/20/13

COLUMBUS PUBLIC SCHOOLS

Columbus, Nebraska

Reviewed: 05/20/13

## PARTICIPATION IN STATE AND DISTRICT WIDE ASSESSMENTS

The district ensures that children with disabilities are included in all general state and district-wide assessment programs, including assessments described under section 1111 of the Elementary and Secondary Education Act of 1965, with appropriate accommodations and alternate assessments where necessary and as indicated in their respective individualized education programs.

NDE document "Supporting Document to Checklist of Required Special Education Policies, Procedures and practices for Part B of the IDEA" shall serve as an administrative procedure to this policy. The entire document can be found at <http://www.education.ne.gov/sped/regulations.html>.

Policy Adopted: 07/10/06

Revised: 05/20/13

COLUMBUS PUBLIC SCHOOLS

Columbus, Nebraska

Reviewed: 05/20/13

612-07

## LEAST RESTRICTIVE ENVIRONMENT

To the maximum extent appropriate, children with disabilities, including children in public and nonpublic institutions or other care facilities, are educated with children who are not disabled, and special classes, separate schooling, or other removal of children with disabilities from the regular education environment occurs only when the nature or severity of the disability of a child is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily.

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NDE document "Supporting Document to Checklist of Required Special Education Policies, Procedures and practices for Part B of the IDEA" shall serve as an administrative procedure to this policy. The entire document can be found at <http://www.education.ne.gov/sped/regulations.html>.

Policy Adopted: 07/10/06  
Revised: 08/10/09  
Revised: 05/20/13

COLUMBUS PUBLIC SCHOOLS  
Columbus, Nebraska  
Reviewed: 05/20/13

## CHILDREN IN NONPUBLIC SCHOOLS

To the extent consistent with the number and location of children with disabilities who are enrolled by their parents in nonpublic elementary and secondary schools, provision is made for the participation of those children in special education and related services in accordance with the requirements contained in 92 NAC 51.

NDE document "Supporting Document to Checklist of Required Special Education Policies, Procedures and practices for Part B of the IDEA" shall serve as an administrative procedure to this policy. The entire document can be found at <http://www.education.ne.gov/sped/regulations.html>.

Policy Adopted: 07/10/06

Revised: 08/10/09

Revised: 05/20/13

COLUMBUS PUBLIC SCHOOLS

Columbus, Nebraska

Reviewed: 05/20/13

## PROCEDURAL SAFEGUARDS

The district ensures that children with disabilities and their parents are afforded the procedural safeguards required in 92 NAC 51-009.

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NDE document "Supporting Document to Checklist of Required Special Education Policies, Procedures and practices for Part B of the IDEA" shall serve as an administrative procedure to this policy. The entire document can be found at <http://www.education.ne.gov/sped/regulations.html>.  
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Policy Adopted: 07/10/06  
Revised: 08/10/09  
Revised: 05/20/13

COLUMBUS PUBLIC SCHOOLS  
Columbus, Nebraska  
Reviewed: 05/20/13

## TRANSPORTATION

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The district will provide for the transportation expense of children with disabilities who are residents of the school district  
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NDE document "Supporting Document to Checklist of Required Special Education Policies, Procedures and practices for Part B of the IDEA" shall serve as an administrative procedure to this policy. The entire document can be found at <http://www.education.ne.gov/sped/regulations.html>.  
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Policy Adopted: 07/10/06

Revised: 08/10/09

Revised: 05/20/13

COLUMBUS PUBLIC SCHOOLS

Columbus, Nebraska

Reviewed: 05/20/13

801.02  
612-11

## PERSONNEL QUALIFICATION

The district ensures that personnel necessary to carry out IDEA requirements are appropriately and adequately prepared and trained, including that those personnel have the content knowledge and skills to serve children with disabilities.

NDE document "Supporting Document to Checklist of Required Special Education Policies, Procedures and practices for Part B of the IDEA" shall serve as an administrative procedure to this policy. The entire document can be found at <http://www.education.ne.gov/sped/regulations.html>.

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Revised: 08/10/09

Revised: 05/20/13

COLUMBUS PUBLIC SCHOOLS

Columbus, Nebraska

Reviewed: 05/20/13

## CONFIDENTIALITY OF PERSONALLY IDENTIFIABLE INFORMATION

The district complies with the requirements contained in 92 NAC 51-003.16, 003.20 and 009.03 relating to the confidentiality of student records and information.

NDE document "Supporting Document to Checklist of Required Special Education Policies, Procedures and practices for Part B of the IDEA" shall serve as an administrative procedure to this policy. The entire document can be found at <http://www.education.ne.gov/sped/regulations.html>.

Policy Adopted: 07/10/06

Revised: 08/10/09

Revised: 05/20/13

COLUMBUS PUBLIC SCHOOLS

Columbus, Nebraska

Reviewed: 05/20/13

## SUSPENSION AND EXPULSION RATES

The district examines data, including data disaggregated by race and ethnicity, to determine if significant discrepancies are occurring in the rate of long-term suspension and expulsions of children with disabilities.

NDE document "Supporting Document to Checklist of Required Special Education Policies, Procedures and practices for Part B of the IDEA" shall serve as an administrative procedure to this policy. The entire document can be found at <http://www.education.ne.gov/sped/regulations.html>.

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Revised: 05/20/13

COLUMBUS PUBLIC SCHOOLS

Columbus, Nebraska

Reviewed: 05/20/13

6/2.14

## ACCESS TO INSTRUCTIONAL MATERIALS

A school district or approved cooperative that chooses to coordinate with the National Instructional Materials Access Center (NIMAC) when purchasing print instructional materials shall enter into a written contract with the publisher of the print instructional materials to:

1. Require the publisher to prepare and, on or before the delivery of the print instructional materials, provide to the National Instructional Materials Access Center, electronic files containing the contents of the print instructional materials using the Instructional Materials Accessibility Standard (NIMAS);  
or
2. Purchase instructional materials from a publisher that are produced in or may be rendered in specialized formats.

Nothing in this policy shall be construed to require a school district or approved cooperative to coordinate with the National Instructional Materials Access Center. If a school district or approved cooperative chooses not to coordinate with the National Instructional Materials Access Center, the school district or approved cooperative shall provide an assurance to the Nebraska Department of Education that the school district or approved cooperative will provide instructional materials to students with blindness or other students with print disabilities at the same time as other students.

NDE document "Supporting Document to Checklist of Required Special Education Policies, Procedures and practices for Part B of the IDEA" shall serve as an administrative procedure to this policy. The entire document can be found at <http://www.education.ne.gov/sped/regulations.html>.

Policy  
Adopted: 05/20/13

COLUMBUS PUBLIC SCHOOLS  
Columbus, Nebraska  
Reviewed: 05/20/13

612.15

## OVER-IDENTIFICATION AND DISPROPORTIONALITY

The district has a goal of preventing the inappropriate over identification or disproportionate representation by race and ethnicity of children as children with disabilities, including children with disabilities with a particular impairment as described in 92 NAC 51-003.10.

“Child with a disability” means a child who has been verified as per 92 NAC 51-006 as a child with autism, a behavior disorder, deaf-blindness, a developmental delay, a hearing impairment including deafness, a mental handicap, multiple impairment, an orthopedic impairment, an other health impairment, a specific learning disability, a speech-language impairment, a traumatic brain injury or a visual impairment including blindness, who because of this impairment needs special education and related services. If, under 92 NAC 51-003.63, it is determined, through an appropriate evaluation under 92 NAC 51-006, that a child has one of the disabilities identified above, but only needs a related service and not special education, the child is not a child with a disability under this Chapter. If the related service required by the child is considered special education rather than a related service, the child would be determined to be a child with a disability.

NDE document “Supporting Document to Checklist of Required Special Education Policies, Procedures and practices for Part B of the IDEA” shall serve as an administrative procedure to this policy. The entire document can be found at <http://www.education.ne.gov/sped/regulations.html>.

Policy  
Adopted: 05/20/13

COLUMBUS PUBLIC SCHOOLS  
Columbus, Nebraska  
Reviewed: 05/20/13

## PROHIBITION ON MANDATORY MEDICATION

The school districts, approved cooperatives and special education and related services providers are prohibited from requiring parents to obtain a prescription for substances identified under Schedules I, II, III, IV or V in section 202(c) of the Controlled Substances Act (21 U.S.C. 812(c)) for the child as a condition of attending school, receiving an evaluation under 92 NAC 51-006, or receiving services under Chapter 51.

Nothing in this policy shall be construed to create a prohibition against teachers and other school personnel consulting or sharing classroom-based observations with parents or guardians regarding a student's academic and functional performance, or behavior in the classroom or school, or regarding the need for evaluation for special education or related services.

NDE document "Supporting Document to Checklist of Required Special Education Policies, Procedures and practices for Part B of the IDEA" shall serve as an administrative procedure to this policy. The entire document can be found at <http://www.education.ne.gov/sped/regulations.html>.

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612.17